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CREE

An Intensive Language Course



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CREE: AN INTENSIVE LANGUAGE COURSE

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MARY EDWARDS

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(2nd edition - 1961)

PREFACE

The writing of this course was undertaken to meet the need of our missionaries who are labouring among the Cree speaking people of Northern Canada.

A word of appreciation is due to Mr. Howard Mckaughan who helped us outline our course and permitted us to use his book, "Ilocano", as a basis for our own. Mr. Bob Longacre and Mrs. D. McLean also gave much valuable assistance in the writing of some of the more difficult grammar and phonology explanations.

It is our hope that these materials will be found helpful both to our own workers and to others who are endeavouring to overcome the language barrier and give the Cree speaking people a chance to hear the gospel in their own tongue.

Meadow Lake, Saskatchewan
September, 1954.

Mary Edwards

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FOREWORD

A language barrier is always a formidable obstacle on any mission field. This applies to the fields of the Northern Canada Evangelical Mission as well as to those usually classed as foreign. About one half of the Indians of Canada neither speak nor understand English or French and very few own either as their mother tongue, which is the language of their hearts. As a mission we soon realized that, in order to do effective evangelism in the Northland, our missionaries would need to learn the language of the people. In view of this, a language school has been operated each winter since 1947.

We have been inspired and helped with our language program in many ways by the Wycliffe Bible Translators, particularly the leaders of the Canadian Summer Institute of Linguistics, Rev. George Cowan, Dr. Richard Pittman and Robert Longacre. The facilities of C. S. I. L. have always been offered generously and many of their modern scientific linguistic practices have been embodied in this book. Miss Mary Smith has also rendered invaluable assistance while with the N. C. E. M. as Language School Teacher, 1948-1952, and since then, in checking and arranging the lessons.

This publication is the fruit of a great deal of prayer, study, research and down right hard work. It has taken the author Mary Edwards, and her co-worker, Mary Smith, to many points of Northern Alberta, Saskatchewan and Manitoba. As to the content, I would likely be in a much better position to comment a year from now when I have had time to study the lessons. I am sure it will be a great improvement over that which we have used during the past winters of language school. May it be used to the glory of God and the furtherance of His Kingdom among our beloved Indians.

Stanley Collie

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GROUP I LESSON I

I. BASIC SENTENCES. 40 minutes.

A. Unison double repetition. 5 minutes.

The portions of the material which are indented are the build-ups. These are citation forms which may or may not occur as complete sentences in cree.

In this step the section leader will say the English and the informant will give the cree equivalent. The class in unison will repeat as nearly as possible the pronunciation of the cree. For the same item, the informant will say the cree a second time, and the class will give a unison repetition as before. The leader and the informant will then go on to the next item, and so on through all the build-ups and basic sentences. You should always look at your informant when repeating the given utterance. The book is only to help you when you are away from class and while you are not repeating after the informant.

How	'Taanisi.
Now	e'kwa ,
How are you?	Taani'si ekwa.
About	'naantaw
No.	Na'mawiya (Note 1)
Fine.	Na'mawiya 'naantaw.
One	pe'yak
Just the same	'Peyakwan
Understand.	Nisi'toota
Do you understand?	Kinisitoo'ten ciy (note 2)
I understand.	Ninisi'tooten.
I don't understand.	Na'mawiya ninisi'tooten.
Again	Kih'twaam
Say it.	I'twe
Say it again.	Kih'twaam itwe.

Note 1 - Often interchangeable with the negatives /nama/ or /namaac/ and occasionally with either.

Note 2 - An optional form used in many areas in the interrogative /naa/

what	ke'kway
this	'ooma
What is this?	Ke'kway ooma.
that	anina
What is that?	Ke'kway 'anina.
book	nasi'nahikan
This is a book.	Masinahi'kan ooma.

B. Individual repetition. 35 minutes.

As in unison repetition, the leader will say the English for each item and the informant will give the cree equivalent, but the students will repeat the cree individually. The students will take turns repeating the build-up items after the informant till all have recited once, and then each student will repeat after the informant as he goes through the basic sentences. This will be done only once for each item unless the instructor considers it necessary for the student to repeat any particular item again to correct or improve his pronunciation. Those not reciting should follow closely what is being said, fixing both the pronunciation and the meaning of the Cree in mind.

II. DRILL. 15 minutes.

A. Unison single imitation. 3 minutes.

The words or expressions listed below all occur in Cree, but as they are presented here for the purpose of practice in pronunciation rather than assimilation, the English equivalents have not been given. The informant will say the Cree and the class will imitate his pronunciation of each item.

1. /p/

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
pii'sim	'tipiskaaw	sii'siip
poo'nam	'tepakohp	'asapaap
pi'pon	ni'paaw	a'kohp

2. /t/

ti'pahikan	'astotin	'nisit
ta'waw	'otinam	'miipit
'tehtapiw	'kotawaan	ni'taataht

3. /k/

kii'sik	si'kaahk	mistik
koo'ko's	'sakimiis	'astisak
koo'na	o'yaakan	pii'waapisk

4. /c/

caa'caamow	'miicisow	a'nohc
cimi'cihciy	oo'ciis	wii'pac
ciis'kwa	waciston	maa'skooc

III. REVIEW OF BASIC SENTENCES. 5 minutes.

At the end of the period, the class in unison will again repeat after the informant each of the items in the basic sentences. It may be well to go through them twice, with single repetition each time.

IV. ASSIGNMENT.

The assignment is to be done outside of class, before the next class meeting. In order to get the most out of the class work, each part of the assignment should be done thoroughly.

A. Assimilation.

This will consist of memorizing the Cree in this day's lesson. You should cover the English material and try to remember the meaning for each of the utterances in Cree. Check the expressions that give you trouble as you go along, but don't look at the English until you have gone through all the utterances. Continue this until you are sure of the meaning of all the Cree expressions. Next, use the same procedure, but cover the Cree. If you are not quite sure that you remember the pronunciation accurately, check with your informant or the tape recorder. Practise repeating the material aloud in natural speed of utterance.

B. Explanation.

A careful study of the following material will acquaint you with the sound system of the Cree language. The symbols used in this text will be presented first with a general explanation, and then a specific explanation of the sounds drilled on in the particular lesson will be given.

Alphabet:

The following alphabet represents the sounds as they occur in Plain Cree.

Chart of Symbols:

Consonants:

Stops	p	t	c	k
Nasals	m	n		
Sibilant	s			
Semi-vowels	w	y		h

Vowels:

i	
	o
e	a

Most of the symbols used in writing Cree have approximately the same value as the corresponding sounds in English (except for the unaspirated nature of /p/, /t/, /k/, and /c/.)

/c/ varies from the pronunciation of the 'ts' in the English word 'cats' to the 'ch' of the English word church, but /c/ is consistently written.

/h/ is pronounced as the first sound in the English word hill. The English speaker will have some difficulty hearing and pronouncing this sound when it occurs after a vowel.

Vowels which are written double are longer than single vowels. Stress has been indicated in the first ten lessons even though it is considered non-distinctive. Sounds which give difficulty are presented in drills for student practice.

The sounds /p/, /t/ and /k/ are unaspirated voiceless stops. (i.e. they are not followed by a puff of air, as are our English stops.) This makes us tend to hear them as 'b', 'd', 'g', respectively. However, in word medial position they do vary to the voiced stops mentioned above. In word final position they are either aspirated or unreleased.

C Preparation.

This step generally is a review of the materials you have had to date, and a preparation for recitation on these at the next class. This does not mean that they are to be written out and read off in class. Individual instructions will be given each day.

For next class meeting be prepared to give any of the expressions of Lesson I.

GROUP I Lesson 2

I. Basic sentences. 30 minutes.

A. Unison double repetition. 10 minutes.

In imitation of the informants speech, the students should speak out, trying to repeat accurately the informant's rhythm and intonation as well as his pronunciation of individual consonants and vowels.

There is room.

Ta'waw.

How are you?

Taani'si ekwa.

Just the same.

'Peyakwan.

Sit down.

A'pi.

Speak Cree.

Ne'hiyawé.

You speak Cree.

Kine'hiyawaan.

Do you speak Cree?

Kinehiya'waan ciy.

Truly.

Taa'pwe.

I speak Cree.

Nine'hiyawaan.

Yes, I speak Cree.

Taa'pwe nine'hiyawaan.

It's difficult.

'Ayiman.

Is it difficult?

Ayi'man ciy.

Yes, it's difficult.

Taa'pwe 'ayiman.

Say it again.

Kih'twaan itwe.

It's right.

'Ekosi.

Is it right?

Eko'si ciy.

Yes.

E'he.

Don't.

E'kawiya.

Speak English.

Akayaa'siimo.

Don't speak English.

E'kawiya akayaa'siimo.

I will speak Cree.

Ni'ka- ne' hiyawaan.

That's the end.

E'kwaani.

B. Individual repetition. 20 minutes.

Follow the same procedure as given in Lesson 1. While one student is reciting, each of the others in the class should pronounce the item to himself for additional practice in reproducing the pronunciation and timing of the informant.

II. DRILL. 15 minutes.

A. Unison single repetition. 3 minutes.

B. Individual repetition. 12 minutes.

- | | | |
|--|--|--|
| 1. /pw/
taa'pwek
'tepwew
a'pwly | 2. /tw/
twe'ho
'twaasin
i'twe | 3. /kw/
'kwekisin
'taapakwaan
'piikiskwew |
| 4. /hp/
ah'po
a'kohp | 5. /ht/
i'tohtew
aa'tiht | 6. /hc/
'ohci
a'nohc |
| 7. /hk/
'pahkisin
mah'kahk | 8. Non-distinctive "h" final.
oo'si
ni'pi
o'ta
niiso | |

III. RECITATION 10 minutes.

When called on to recite, speak up so that all can hear, and enter into the spirit of the conversation. Be quick to accept help as suggestions are offered by either the instructor or the informant.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation. Memorize new materials.

B. Explanation.

/s/, /n/, /m/, /w/, and /y/ may all occur in word initial, word medial and word final position. These sounds are much like the corresponding sounds in English with slight variation. You will have to listen carefully for these sounds in the basic sentences, and pronounce them just as the informant does. They do not however, need extra drills beyond what you get in the basic sentences. Examples follow:

/sii'siip/, 'duck', /nos'tos/, 'one of the cattle'. /naa'pesis/, 'boy', /waa'wa/, 'eggs'. /yoo'tin/, 'It's windy'.

/y/ may become /w/ word medially, when preceded by /o/. e.g. /e-akayasiinowan/ as you speak English.

/h/ as a distinctive sound occurs only in word medial and word final positions. (e.g. /nehiyaw/ 'Cree'). All vowels have an h-like off-glide in word final position. (e.g. /oo'si/ 'boat'). With some informants word-initial vowels may be preceded by a non-distinctive 'h' (e.g. /hoo'hoo/ 'owl'). /h/ also tends to vary freely with /y/ in word medial position. (e.g. /masinahikan/ 'book'.)

GROUP I LESSON 3.

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition. 5 minutes.

Although you will still be most concerned with imitating your informant's pronunciation and rhythm, remember to keep in mind the meaning of the Cree while repeating. Be sure to fix one situation in mind rather than "translations" of individual items. We must learn to think in Cree.

half

aa'pihtaw

day

'kiisikaaw

It's noon. (half day)

Aa'pihtaa-'kiisikaaw.

Eat.

'Miiciso.

Let's eat.

'Miicisotaan.

Pray

A'yamihaa. (Note 1).

Let's pray.

Ayani'haataan.

Let's see, please.

'Maahti.

potatoes

aski'pwaawa

Please, the potatoes.

'Maahti aski'pwaawa.

meat

wi'yaas

Please, the meat.

Maah'ti wiyaas.

fish

'kinosew

Please, the fish.

'Maahti 'kinosew.

bread

pah'kwesikan

Please, the bread.

'maahti pah'kwesikan.

I like the taste of it.

Ni'wiikisten.

I don't like it.

Na'mawiya ni'wiikisten.

Do you like it?

Ki'wiikisten ciy.

I like potatoes.

Ni'wiikisten aski'pwaawa.

I like meat.

Ni'wiikisten wiyaas.

Note 1. - Usually becomes /ayamihe-/ in combination with post-clitics.

I like him. (animate food Ni'wiikipwaw.
-note 1)

I like fish. Ni'wiikipwaw 'kinosew.

I like bread. Ni'wiikipwaw pah'kwesikan.

Note 1 - In Cree many objects which do not possess life are classified as animate.

B. Individual repetition. 20 minutes.

Be sure to watch your informant rather than your text as you give the repetition. You will train your ear that way.

II. DRILL, 15 minutes,

/aa/ and /a/

- | | |
|----------------------------|----------------------------|
| 1. In second-last syllable | 2. In third-last syllable |
| ni'yaanan o'yaakan | 'paatimaa 'waapiskaaw |
| 'niyanaan 'ayamiw | 'pakamah 'waniskaaw |

3. In last syllable

ni'paa ni'wii-nipaan
ni'pah noh'taawipan

/oo/ and /o/

- | | |
|----------------------------|---------------------------|
| 4. In second-last syllable | 5. In third-last syllable |
| omo'sooma oo'si | 'mooniyaaw |
| 'okoma o'ta | 'mostosak |

6. In last syllable

mi'toon 'nikamow
maa'tosk 'nikamo

III. RECITATION 10 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

Unison single repetition of all items in the basic sentences

V. ASSIGNMENT

A. Assimilation.

Be sure you are thorough in this memorization of the material in the basic sentences. Review constantly those you have already memorized.

B. Explanation.

Vowel length and quality. In Cree there is consistent distinction in the length of vowels, in that some vowels are held longer than others. In second-last syllables long vowels sound quite long even to the untrained ear, while short vowels sound definitely shorter. In the third-from the last syllable, long vowels still sound longer than short ones, but both long and short vowels are slightly shorter than in second-last syllables. In syllables still further back in the words, or in last syllables, both long and short vowels are further phonetically shortened; but the distinction between them is still preserved. Certain qualitative

differences are conditioned to some degree by these varying phonetic lengths. For example, the difference between the vowel sounds as they occur in the English words, 'beet' and 'bit' are quite perceptible in last syllables (where the shortest degrees of phonetic length occur) and less perceptible in second-last syllables (where the greatest degrees of length occur).

Back vowels: /aa/ has approximately the quality of the vowel 'a' in the English word 'father' and is consistently so pronounced when preceded by /w/. Elsewhere it has the quality of a sound between the 'a' of 'father' and the 'a' of 'cat', (low, front, open unrounded vowel.)

/a/ tends to keep the approximate quality of the 'a' in 'father' when it is unstressed and is in more or less precise speech. Otherwise it is more like the vowel of 'cut' or intermediate in quality between the 'u' of 'cut' and the 'a' of 'father'.

/oo/ approximates the vowel 'o' in the English word 'obey'. When long 'o' occurs in word final position it glides off to the sound of the vowels in the English word 'boot', and is then written as /ow/.

/o/ has the quality of the vowels in 'book' in last syllables, and elsewhere approximates 'o' as illustrated above. Word mediall it tends to vary freely with /wa/.

C. Preparation.

Prepare a short meal-time conversation using about four expressions for each participant. Include expressions from both Lessons 1 and 2. ('Do you understand?', 'No', 'Say it again', 'I understand', etc.) besides the expressions for use at the table.

GROUP I LESSON 4

I. BASIC SENTENCES. 20 minutes.

A. Unison double repetition. 5 minutes.

While repeating the build-ups and basic sentences after the informant, pay particular attention to the sounds you have been working on in the pronunciation drills. The pronunciation drills are not intended to be an end in themselves, but to help you assimilate the language correctly.

B. Individual repetition. 15 minutes.

How many?

Taan'tahto.

a measurement

ti'pahikan

What time is it?

Taan'tahto tipahikan.

almost

ke'kaac

It's almost dinner time.

Ke'kaac aa'pihtaa-'kiisikaaw.

I'm hungry.

Ni'nohte-'miicison.

Are you hungry?

Ki'nohte-miici'son ciy.

Come, eat.

Pe-'miicisok.

salt

siiwih'taakan

Pass the salt.

'Maahti siiwih'taakan.

earth, world

as'kiy

pepper

as'kiwi-'siiwih'taakan

Pass the pepper.

'Maahti as'kiwi-'siiwih'taakan.

I like meat.

Niwiikis'ten wiyaas.

Where is he?

'Taaniwaa.

sugar

sii'winikan (note 1.)

Where is the sugar?

'Taaniwaa sii'winikan.

all

'kahkiyaaw

It's all gone

E'kwaani 'kahkiyaaw

Note 1 - A Creeized-English for /sookaaw/ is common in some areas.

II. DRILL. 15 minutes.

A. Unison single imitation.

B. Individual imitation.

As was noted in the explanation of the previous lesson, there is some variety in the pronunciation of Cree vowels. Be sure to imitate the informant whether or not it seems to fit the spelling given.

/ii/ and /i/

1. In second-last syllable.

'niipiy

ni'piy

'niitim

ni'tem

2. In third-last syllable.

'miipita

'misita

kii'sihtaa

'kisita

3. In last syllable.

ni'piy

ni'pi

maskihkiis

nitaanis

III. RECITATION. 10 minutes.

Keep your conversation simple enough to permit fluency in speaking Cree. Remember that this is an exercise in assimilation, and not one in translation.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation. Use recorded materials if at all possible in order to get extra drill on the way Cree sounds. Always keep the situation well in mind. Learn the expressions so well that you will not have to think of the English at all.

B. Explanation.

Front vowels. /ii/ has approximately the quality of the ee in English 'beet'. In word final position /ii/ becomes /iy/.

/i/ has approximately the quality of i in the word 'bit' except before /y/ in any position, before /w/ or /h/ in word medial position. In these positions /i/ approximates the i of 'beet' but is shorter in duration than /ii/. In second-last syllables a vowel varying from the i of 'beet' to the i of 'bit' or intermediate between the two tends to occur.

/e/ approximates the e of 'acorn' but is unglided. (In some areas this vowel seems to have become a free variant of /ii/.

C. Preparation.

Be prepared for an oral quiz on all expressions to date. This will be done by the instructor saying such things as, "How do you ask for salt?" "Give a Cree greeting and response," or "Answer this in Cree: Kiwiikisten ciy wiyaas," etc.

II. BASIC SENTENCES. 25 minutes.

A. Unison Double Repetition. 5 minutes.

B. Individual repetition. 20 minutes

I have it.

'Nitayaan.

I have the meat.

Nita'yaan wiyaas.

I have the potatoes.

'Nitayaan aski'pwaawa.

I have the salt.

'Nitayaan siiwih'taakan.

I have the pepper.

'Nitayaan as'ki-wi-'siiwih'taakan.

milk

tohto'saapoy

I have the milk.

Ni'tayaan tohto'saapoy.

Do you have it?

Kita'yaan ciy.

Do you have the milk?

Kita'yaan ciy tohto'saapoy.

Do you have the meat?

'Kitayaan ciy wiyaas.

Do you have the potatoes?

Kita'yaan ciy aski'pwaawa.

Do you have the salt?

Kita'yaan ciy siiwih'taakan.

Do you have the pepper?

Kita'yaan ciy as'kiiwi-'siiwih'
taakan.

He (or she) (note 1)
has it.

A'yaaw.

He has the milk.

A'yaaw tohto'saapoy.

He has the meat.

A'yaaw wiyaas.

He has the potatoes.

A'yaaw aski'pwaawa.

He has the salt,

A'yaaw siiwih'taakan.

He has the pepper.

A'yaaw as'kiiwi-'siiwih'taakan.

Does he have the milk?

A'yaaw ciy tohto'saapoy.

Does he have the meat?

A'yaaw ciy wi'yaas.

Does he have the potatoes?

A'yaaw ciy aski'pwaawa.

Does he have the salt?

A'yaaw ciy siiwih'taakan.

Does he have the pepper?

A'yaaw ciy as'kiiwi-'siiwih'taakan

(Note 1 Cree does not distinguish gender of third person pronoun forms.)

He has him.	'Ayawew.
I have him.	Nitayawaw.
I have the bread.	Ni'tayawaw pah'kwesikan.
I have the fish.	Ni'tayawaw 'kinosew.
I have the sugar.	Ni'tayawaw soo'kaaw.
Do you have the fish?	Kita'yawaw ciy 'kinosew.
Do you have the bread?	Kita'yawaw ciy pah'kwesikan.
Do you have the sugar?	Kita'yawaw ciy soo'kaaw.
Does he have the fish?	Aya'wew ciy ki'nosewa.
Does he have the bread?	Aya'wew ciy pahkwe'sikana.
Does he have the sugar?	Aya'wew ciy soo'kaawa.

II. DRILL. 10 minutes.

- A. Unison single imitation. 3 minutes.
 B. Individual imitation. 7 minutes.

- | | |
|------------------------------------|---|
| 1. p.p vs.p
nii'piy
ni'pi | 2. t.t vs .t
nii'tim
ni'tem |
| 3. s.s vs .s
moo'sak
'asiniy | 4. n.n vs .n
ni'yaanan
'niiyanaan |

III. RECITATION. 10 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

- A. Assimilation.
 B. Explanation.

Phonetically long consonants: All consonants tend to lengthen after a short vowel so that the syllable break comes phonetically in the centre of the consonant itself.

Stress: While all the conditions governing the placement of stress have not been determined as yet, nevertheless the following set of tentative statements may be made;

1. In words of two syllables, pronounced in isolation, stress occurs more commonly on the last syllable, but examples of words with stress on the first syllable may be found. The fact that some disyllabic stems may optionally take stress on either syllable indicates the possibility of some sort of explanation of the stress in terms of intonation.

A two syllable word tends to shift the stress of the preceding word to the last syllable. In this case, no stress falls on the two-syllable word.

2. In words of three syllables stress usually occurs on the second-last syllable if the vowel in that syllable is long. A high tone, sometimes confused with stress by English speakers, then occurs on the third-last syllable if the vowel in the second last is short. Secondary stress usually occurs on the alternate syllables still earlier in the word. When the third-last syllable is stressed, a secondary stress usually will occur on the last.

It is supposed an analysis of Cree intonation will be necessary before we can complete an analysis of the stress patterns on the individual words.

C. Preparation.

Prepare with another member of the class a short conversation including the following: asking what time it is, and getting the response that it is noon; suggesting that your friend go eat with you; asking if he understands; etc., with appropriate answers.

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition. 5 minutes.

B. Individual repetition. 20 minutes.

What time is it?

Taan'tahto ti'pahikan.

ten

mi'taataht

It's ten o'clock.

Mi'taataht ti'pahikan.

nine

'kekaa-mi'taataht

It's nine o'clock.

'Kekaa-mi'taataht ti'pahikan
(Note 1 below)

Let's speak Cree.

'Maahti nehiya'wetaan.

already

saa'say (Note 2 below)

Are you ready?

Saa'say.

Yes.

'Ehe.

Keep quiet.

Ki'yaamapi.

Keep quiet. (pl.)

Ki'yaamapik.

right now, immediately

se'maak

Stand up. (from sitting.)

'Pasiko.

Stand up right now.

Pasi'ko semaa.

Let's stand up.

Pa'sikotaan.

Let's sit down.

'Apitaan.

Go to sleep.

Ni'paa.

Go to sleep now.

Ni'paa ekwa.

Go to sleep right now.

Ni'paa semaa.

Don't go to sleep.

Ekaawi'ya nipaa.

Don't go to sleep (pl.)

Ekaawi'ya nipaak.

Work.

Atoske.

Let's work now.

'Maahti atoske'taan ekwa.

1. But Ke'kaac Mi'taataht ti'pahikan' - Almost ten o'clock.

2. This frequently is shortened to 'Aa'say'.

All right.

.Ki'yaam.

All right, let's work.

Ki'yaam atos'ketaan.

II. DRILL. 10 minutes.

The following are a few review words for pronunciation.
You should be able to pronounce these quite accurately by now.

pi'pon

aa'tiht

'asapaap

'kookos

a'pwi

mah'kahk

'kisita

'piikiskwew

a'nohc

'tepakohp

III. RECITATION. 15 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

With this lesson we begin to emphasize the structure rather than the pronunciation of Cree. You will continue to get pronunciation practice in the basic sentences and you should be aware of pronunciation as well as content in the recitations. You may want to look over subsequent drills in connection with your study of the structure, but you shouldn't plan to have the answers written for class. The specific instructions will be given with each drill. The material usually covers structure points of the previous lesson.

Intransitive verbs.

Unlike English verbs, Cree intransitive forms cannot be used as transitives without change. Transitive forms are introduced in lesson 26.

The Imperative Mood of Cree verbs includes the forms used in giving commands or making suggestions. To give a command one uses the plain intransitive stem with no personal proclitic and no suffix, if the command is addressed to only one person. e.g. /Ne'hiyaw/ 'speak Cree.' If the command is addressed to more than one person, the pluralizing suffix, /k/ is added. e.g. Ne'hiyawek becomes Ne'hiyawek "Speak Cree" (All of you)

To make suggestions involving oneself and someone else to whom you are speaking, the suffix, /-taan/ (Note 1) is added to the stem. e.g. ne'hiyaw / taan Nehiya'wetaan -'Let us speak Cree.' /i'ahti/ may precede this form for suggestion and /kiyaam/ precede the reply form.

Summary: Ne'hiyaw. Speak Cree.
 Ne'hiyawek. Speak Cree. (All of you)
 Nehiya'wetaan. Let us speak Cree.

Note 1- or /taak/. A slight difference in meaning of these two forms is suspected.

To make a negative imperative /e'kaawiya/ is placed before the verb.

e.g. E'kaawiya nehiya'wetaan. 'Let's not speak Cree.'
E'kaawiya ne'hiyawew. 'Don't speak Cree.'

C. Preparation.

Practise giving commands to a fellow student and have him act out what you give him to do. Your instructor will probably supplement this practice by giving a few commands to the class in general or to individuals in the class.

GROUP 11 LESSON 7

1. BASIC SENTENCES. 25 minutes.

A. Unison double repetition.

B. Individual repetition.

He does so.	I'tootam.
What is he doing?	'Taanisi 'kaa i'tootahk.
Read.	Ayamihcike.
He's reading.	Aya'mihcikew.
He's working.	'Atoskew.
Work well.	Mi'ywatoske.
He's working well.	Mi'ywatoskew.
Sing.	'Nikamo.
I'm singing.	Ni'nikamon.
You're singing.	Ki'nikamon.
You're singing well.	Kimiyo'nikamon.
How are you?	Taani'si ekwa.
He's well.	Mii'waayaaw (Note 1 below)
I'm well.	Nimii'waayaan.
Grow up.	'Opiki.
I'm growing up.	'Noopikin.
What are you doing?	'Taanisi kaa i'tootaman.
Write.	Masi'nahike.
I'm writing.	Nimasi'nahikaan.
Write well.	Miywasi'nahike.
You write well.	Kimiywasi'nahikaan.
Are you reading?	Kitayamihci'kaan ciy.
Yes, I'm reading.	E'he, nitaya'mihcikaan.
Are you working?	Kitatos'kaan ciy.
Yes, I'm working.	E'he, ni'tatoskaan.
Note 1. /ayaaw/ is not only translated 'He has it' but also 'He is'.	

11. DRILL. 10 minutes.

Change the following verb forms into the three possible imperatives explained in lesson 6.

'Ninipaan.

e.g. Ni'paa.

Ni'paak.

Ni'paataan.

Ni'miicison.

Ni'pasikon.

Nine'hiyawaan.

111. RECITATION. 15 minutes.

1V. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation. Loss and Lengthening Vowel Juncture.

At the juncture of final and initial vowels, if the first of the two is short, Both glide and final vowel may be lost and the initial vowel if short is lengthened. The stress of an elided short vowel stays on the vowel with which it is merged.

e.g. ni opiki n Noopikin I grow up.

The subjects of intransitive verbs of the Independent Mood are indicated by prefixes used in combination with suffixes. First and second persons singular are indicated by the prefixes /ni-/ and /ki-/ respectively, followed by the suffix /-n/.

Third person singular is indicated only by the suffix /-w/.

e.g. ni/miiciso/-n becomes Ni'miicison. I am eating.

ki/miiciso/-n becomes Ki'miicison. You are eating.

miiciso/-w becomes 'Miicisow. He (or she) is eating.

The verb stems which end in 'e' have this final 'e' replaced by 'aa' in the first and second person. (Note 1 below)

e.g. Ne'hiyawew.

He (or she) speaks Cree.

but Nine'hiyawaan.

I speak Cree.

Kine'hiyawaan.

You speak Cree.

When a word beginning with any vowel except 'o' is preceded by /ni-/ or /ki-/ a '-t-' is introduced before the stem.

e.g. ni/akayaasiimo/-n becomes Nitaka'yaasiimon.

I speak English.

but ni/opiki/-n becomes Noopikin. I grow.

C. Preparation.

Be prepared to take any of the basic sentences and change it into a command, suggestion or question; or change the person of the subject.

Also go through all the verbs in the basic sentences noting which have stems ending in an 'e' before 'w' or in the imperative. Such verbs always end in 'aa' before 1st and 2nd person suffixes in the independent mood.

Note 1 - This avoids a possible ambiguity with a transitive inanimate form.

8 -- 1
GROUP 11. LESSON 8

1. BASIC SENTENCES. 25 minutes.
 - A. unison Double Repetition. 5 minutes.
 - B. Individual Repetition. 20 minutes.

Come pray.	Pe-a'yamihaa.
No, I am working.	Na'mawiya, ni'tatoskaan.
Don't work, come, pray.	E'kaawiya 'atoske, pe-a'yamihaa.
you(sg.)	'kiiya
you (pl.)	'kiiyawaw.
I, me	'niiya
I will work.	Nika- 'atoskaan.
You (pl.) pray, I'll work.	'Kiiyawaw a'yamihaak, niiya nika-'atoskaan. (Note 1 below)
Go there.	I'tohte.
We go there. (ex.)	Niti'tohtaanaan.
We will go there.	Niwii-it'oh'taanaan.
We are (intend to) going there now.	Niwii-itohtaa'naan ekwa. .
Christian	otayamihaaw
Christians	otayami'haawak
Where are they?	Taani'wekaak.
Where are the Christians?	Taani'wekaak otayami'haawak.
here	o'ta
Here they are.	'Ota a'yaawak.
church	a'yami'hewi'kamik
in the church	ayami'hewi'kamikohk
Here they are in the church.	'Ota a'yaawak ayami'hewi'kamikohk.
They are sitting down.	'Apiwak.
They are sitting in the church.	'Apiwak ayami'hewi'kamikohk.
They are quiet.	Kiyaam'apiwak.

Note 1 - Although the person is indicated in the verb form, the pronoun subjects are repeated in free forms for emphasis.

We (in.) are standing.

Kipasiko'naanaw.

We (in.) will sit down.

Kika-api'naanaw.

Sit down (pl.).

A'pik.

We (ex.) will sing.

Ni'ka-ni'kamonaan.

You (pl.) sit down, We (ex.)
will sing.

'Kiyawaw a'pik, ni'ka-ni'kamonaan.

11. DRILL. 15 minutes.

A. Change the following to 1st and 2nd person singular Independent forms:

a'piw

masi'nahike

ni'paaw

aya'mihcikew

'etoskew

'miiciso

B. Change the following to 3rd person singular Independent forms:

Ki'nikamon

Ne'hiyawew

Ni'pasikon

Apitaan

Ni'miicison

Kikiyaamapin

111. RECITATION. 10 minutes.

1V. REVIEW OF BASIC SENTENCES.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

The plural forms are based on the singular forms studied in lesson 7 with the addition of these pluralizers:

1st person -aan

e.g. ninipaan/aan becomes

nini'paanaan. We (ex.) are sleeping.

2nd person -aawaw

e.g. kinipaan/aawaw becomes

kinipaa'naawaw. You (pl.) are sleeping.

3rd person -ak

e.g. nipaaw/ak becomes ni'paawak.

They are sleeping.

The first person plural form given above is 'exclusive', i.e. it excludes the person spoken to. An inclusive form is based on the 2nd person singular form plus a combination of both first and second person pluralizers. e.g. kinipaan/aan/aw becomes kinipaa'naanaw We (in.) are sleeping. This includes the person or persons spoken to.

e.g. Nini'paanaan.

We (ex.) are sleeping.

Kinipaa'naanaw.

We (in.) are sleeping.

Kinipaa'naawaw.

You (pl.) are sleeping.

Ni'paawak.

They are sleeping.

The change in the stem of verbs ending in 'e' takes place in the 1st and 2nd pl. as in the singular.

e.g. Nitatos'kaanaan. We (ex.) are working.
 Kitatoskaa'naanaw. We (in.) are working. (Note 1)

C. Preparation.

Be prepared to take part in a conversation with other members of the class in which you and some others meet people, ask them what they are doing, and invite them to church.

Note 1 - In subsequent lessons, the English 1st person plural pronoun will be translated by the Cree exclusive form unless indicated by context or otherwise.

GROUP II LESSON 9

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition. 5 minutes.

B. Individual repetition. 20 minutes.

How are you?

'Taanisi.

He is sick.

'Ahkosiw.

I am sick.

Ni'tahkosin.

Why?

Taa'nehki.

He is drunk.

Kiis'kwepew.

He was drunk.

Kii-kiis'kwepew.

Last night

'tipiskohk

I was drunk last night.

Nikii-kiis'kwepaan 'tipiskohk.

Why?

Taa'nehki.

my wife

niwiiki'maakan

She is angry.

Kisi'waasiw.

She was angry.

Kii-kisi'waasiw.

My wife was angry.

Niwiiki'maakan kii-kisi'waasiw.

Was she drunk?

Kii-kiiskwe'pew ciy.

No.

Na'mawiya.

Where is she now?

Taani'waa ekwa.

She is out walking.

Pa'paamohtew

She returns.

Pe-'kiiwew.

She will return.

Kita-pe-'kiiwew.

Will she return right away?

Kita-pe-kii'wew ciy se'maak.

Yes.

E'he.

Why?

Taa'nehki.

She will come to eat.

Kita-pe-'miicisow.

Will she be angry?

Ki'ta-ciy-kisi'waasiw.

No, She won't be angry. We
will eat.Na'mawiya kita-kisi'waasiw.
Nika-'miicisonaan.

Don't you get angry.

E'kaawiya 'kiiya kisi'waasi.

Don't get drunk, pray.

E'kaawiya kiis'kwepe, a'yamihaa.

II. DRILL. 15 minutes.

A. Make the following expressions plural. If the form given is second person, give the 'we' (in.) form as well as the one meaning 'you' (pl.).

Nita'yaan wiyaas.

e.g. Nitayaa'naan wiyaas.

A'yamihaaw.

Mi'yatoskew.

Kitatos'kaan ciy.

Kimasinahi'kaan ciy.

'Kitapin.

Nitaka'yaasiimon.

III. RECITATION. 10 minutes.

IV. REVIEW OF BASIC SENTENCES. 10 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

'h' juncture. When a final vowel junctures with an initial vowel, the 'h' -glide may remain. This is in the slow full form of speech.

e.g. 'ekwah a'yaawak 'and they stayed'

Or the 'h' -glide may disappear. This is in faster and more normal speech.

e.g. Kii-itwew. 'He said it'

'w' - juncture. If one of the vowels is 'o', the 'h' -glide may be replaced by 'w'.

e.g. Kiiw-'opikew. 'He grew'

'y' - juncture. If one of the vowels is 'i', 'ii' or 'e' it may be replaced by 'y'.

e.g. Kiiy-'itwew. 'He says'.

To form simple past tense the proclitic /kii-/ is inserted between the person marker /ni/ or /ki/ and the stem.

e.g. Nikii-'miicison. 'I was eating'

The future tense is formed similarly except that the proclitic has two forms. One /ka/ is used with 1st and 2nd person subjects: e.g. Nika-'miicison. 'I will eat.'

Kika-'miicison. 'You will eat.'

The other form /kita-/ is used with 3rd. person forms. This form is sometimes shortened to /ta-/.

e.g. Kita-'miicisow. 'He will eat.'

Ta-'opikiw. (Note 1 below) 'He will grow.'

Another proclitic similar in use to the two just mentioned is /wii-/. Its meaning could roughly be described as 'having the intention to' or 'wanting to'.

e.g. Niwii-'miicison. 'I intend (want, am going) to eat.'

Note 1. A loss and lengthening juncture may occur here. See

Lesson 7.

Summary: Intransitive Independent Past Tense.

nikii----n
 kikii----n
 kii----w
 nikii----n aan
 kikii----n aan aw
 kikii----n aaw aw
 kii----w ak

Intransitive Independent Future Tense.

nika----n
 kika----n
 kita----w
 nika----n aan
 kika----n aan aw
 kika----n aaw aw
 kita----w ak

Intransitive Independent Intentive Tense.

niwii----n
 kiwii----n
 wii----w
 niwii----n aan
 kiwii----n aan aw
 kiwii----n aaw aw
 wii----w ak

e.g. Nikii-aka'yaasiimonaan. 'We spoke English.'
 Kika-atos'kaanaanaw. 'We (1L) will work.'
 wii-'itwewak. 'They intend (want, are going)
 to say.

C. Preparation.

Be prepared to give any Cree expression in this lesson for the corresponding English. You should be able to respond immediately with the Cree.

10 - 1
GROUP II LESSON 10

I. BASIC SENTENCES. 30 minutes.

The following dialogue is given as a review of some of the basic materials to date.

A. Unison double repetition.

B. Individual repetition.

A. Taan'tahto ti'pahikan.

B. Aa'pihtaa -kiisikaaw.

C. Pe- 'miicisotaan se'maak.

A. 'Apitaan.

B. 'Maahti siiwih'taakan ekwa (note 1)as'kiiwi'siiwih'taakan.

A. Na'mawiya kitayaa'naanaw.

B. Kiwiiki'pwaw ciy pah'kwesikan.

A. Ehe ni'wiikipwaw.

C. Na'mawiya ninisi'tooten.

A. Na'mawiya ciy kine'hiyawaan.

C. Ehe, nitaka'yaasiimon.

B. 'Taaniwaa John.

A. Ayamihewi'kamikohk.

C. Taani'wekaak Moosis e'kwa Roos.

B. Paapi'mohtewak, na'mawiya pe-'kiiwewak.

A. 'Taaniwaa kiwiiki'maakan

B. O'ta ayaaw.

A. Maah'ti wiyaas.

B. E'kwaani 'kahkiyaaw.

A. Taa'nehki.

C. Kiwiikistenaa'naw wiyaas.

B. Kika-'ayawaw 'kinosew kekaa-mi'taataht ti'pahikan.

A. 'Kekway kaa wii-itootaman e'kwa.

B. Nika-ki'yaamapin.

Note 1 - One of the several translations of /ekwa/ is 'and'.

- C. Na'mawiya ciy ki'miwaayaan.
- B. Ke'kaac ni'tahkosin.
- C. 'Niiya ni'wii-nipaan.
- A. Se'maak ni'ka-atoskaan.
- C. Kikisiwaasi'naawaw ciy 'tipiskohk.
- A. Otayami'haawak na'mawiya kii-kisi'waasiwak.
- C. Kii-kiiskwepe'wak ciy.
- B. 'Taapwe na'mawiya, A'yaawak pe'yak miyomasi'nahikan.
- A. Nini'kamonaan, nitayami'haanaan, nitayamihci'kaanaan
ayamihewi'kamikohk.
- C. Kimasinahi'kaanaa'waw ciy ayamihewi'kamikohk.
- A. Na'mawiya. W'kwa ki'yaamapi.
- B. Saa'say ciy. Pa'sikotaan. E'kwaani.

II. RECITATION. 20 minutes.

III. ASSIGNMENT.

A. Assimilation.

B. Explanation.

Elision in rapid speech. In slow speech the student will hear vowels which are inaudible in rapid speech. The loss of these vowels tends to cause a shift in stress patterns. The student should endeavour to adopt a natural speed of utterance rather than retaining the less fluent form of precise speech. Note the following:

'Taanisi 'how becomes 'taansi'

Pimi'pahtaaw 'he runs' becomes 'pmpahtaaw'

Nitayaan 'I have it' becomes 'ntayaan'

Ninata'weyihten 'I want it' becomes 'nnta'weyihten'

C. Preparation.

Prepare a list of all verb stems given in the basic sentences of Lessons 1 - 9 inclusive. Practise using these verbs in various person subject forms, including imperative, negative and interrogative constructions. (Omit the following verb stems from your list: /itootam/, /wiikista/, /wiikipwaw/, /nisitoota/).

11 - 1
GROUP III LESSON 11

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition.

B. Individual repetition.

my mother	nikaawiy (note 1 below)
our mother	nikaawiyinaan
Where is our mother?	Taaniwaa nikaawiyinaan?
She is here.	Ota ayaaw.
What is she doing?	Kekway kaa itootahk?
moccasin	maskisin
She is making moccasins.	Maskisinehkew.
your daughter	kitaanis
your (pl.) daughter	kitaanisiwaaw
Your (pl.) daughter was making moccasins last night.	Maskisinehkew kitaanisiwaaw tipiskohk.
bead	miikis
your bead	kimiikisim
our (incl.) bead	kimiikisiminaw
She has our bead/beads.	Kimiikisiminawa ayawew.
She has worked well.	Kii-miywatoskew
your son	kikosis
our (incl.) son	kikosisinaw
Where is our (incl.) son?	Taaniwaa kikosisinaw?
He is at the church.	Ayaaw ayamihewikamikohk.
man	naapew
my husband	ninaapem
Is my husband here?	Ninaapem ciy ota ayaaw.
dog	atim
your dog	kitem
Where is your dog?	Taaniwaa kitem?

/nimaama/.

Note 1 - This is usually replaced by the Creeized English

My dog is sick.

Nitem ahkosiw.

II. DRILL. 10 minutes.

Change the following verbs to the past, future and intensive tense.

Nititwaanaan.

Nitapin.

Nehiyawewak.

Kitakayaasiimcnaawaw.

Kitayamihaanaanaw.

Kimiicison.

Ayamihcikew.

Take note of the changes, if any, in stress patterns when these particles are added. Note the 'h' off-glide which is often quite distinct preceding a verb stem which begins with a vowel.

III. RECITATION. 15 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

Animate nouns. When animate nouns are possessed, they may or may not (according to local usage), occur with a suffix /-im/ which becomes /-om/ following 'k', and /-m/ following a vowel or replacing a final 'w'.

Note that: 1. A stem-final 'w' is lost preceding any suffix other than the pluralizers.

2. All suffixes beginning with a short vowel lose that vowel following a stem ending in a vowel.

e.g. ni / pahkwesikan / im becomes nipahkwesikanim.
'my bread'.

nit / askihk / om becomes nitaskihkom 'my kettle'.

ni / naapew / m becomes ninaapem 'my husband'.

The person of the possessor is marked in much the same way as the subjects of the verbs, but the following differences will be noticed.

1. The addition of a proclitic /o-/ and a final /-a/ suffix for 3rd. person.

2. The omission of the personal suffixes /-n/ and /-w/ in the singular, the omission of the first suffix /-naa/ which accompanies /ki-/ in the plural forms, and the lengthening of the vowel in 2nd. person plural suffix.

3. The occurrence of a connecting vowel 'i' when plural suffixes are attached. This becomes 'o' following 'k'.

4. The change of the pluralizer /-ak/ to /-waaw/ in the 3rd. person plural.

Summary: Ni---(im)
 Ki---(im)
 O---(im)a
 Ni---(im)inaan
 Ki---(im)inaw
 Ki---(im)iwaaw
 O---(im)iwaawa

e.g. nimiikisim my bead
 kimiikisim your bead
 omiikisimwa his bead/beads
 nimiikisiminnaan our (ex.) bead
 kimiikisiminaw our (in.) bead
 kimiikisimiwaaw your (pl.) bead
 omiikisimiwaawa their bead/beads

The word for dog /atim/ changes to /-tem/ when possessed and is never followed by the possessive suffix /im/.

e.g. my dog nitem (note 1 below)
 his dog/dogs otema

Stems with initial vowels combine with personal prefixes as explained for verbs in Lesson 7.

e.g. ni / okimaaw / im becomes nookimaam 'my boss'

There is an obligatory possession in Cree which is used for relatives and a few other words. These words do not occur without a possessive proclitic. e.g. /nikaawiy/ 'my mother'. If one wants to say simply, 'the mother' a suffix /-imaaw/ is added with the third person proclitic.

e.g. okaawiyimaaw 'the mother'.

C. Preparation.

Prepare a dialogue with two other students discussing the state of health of yourself and your relatives.

Note 1 - Also translated 'horse' in all possessed forms.

12 - 1
GROUP III Lesson 12

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition.

B. Individual repetition.

How goes it?

Taanisi ekwa?

I am angry.

Nikisiwaasin.

Why?

Taanehki?

for, because, of, with

ohci

We didn't sleep last night.

Namawiya nohci-kii-nipaanaan
tipiskohk.

your dogs

kitemwak

Bark.

Mikisimo

Your (pl.) dogs were barking.

Kii-mikisimowak kitemiwaawak.

bear

maskwa

bears

maskwak

Were the bears here?

Maskwak ciy ota kii-ayaawak.

No.

Namawiya.

Are the dogs hungry?

Atimwak nohte-miicisowak ciy.

Yes, they have no fish.

Ehe, namawiya ayawewak kinosewa.

ice

miskwamiy

men

naapewak

The men are working on the ice. Naapewak atoskewak miskwamiyihk.

they too

wiistawaw

dogs

atimwak

The dogs are working too.

Atimwak atoskewak wiistawaw.

He is full.

Kiispow.

The men have enough to eat.

Kiispowak naapewak.

ever

wiikaac

The dogs never have enough
to eat.

Namawiya wiikaac atimwak kiispowak

woman	iskwew
The women make moccasins.	Iskwewak maskisinehkewak.
and	miina
And they work well.	Miina miywatoskewak.
but	maaka
But they never have enough to eat.	Maaka namawiya wiikaac kiispowak.

II. DRILL. 15 minutes.

From the following animate noun roots construct the possessed forms for all persons. Use the first and second person forms as subjects of simple sentences.

2-kosis	miikis	siiwinikan
-kaawiy	kinosew	pahkwesikan

III. RECITATION. 10 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

Animate nouns are pluralized by the addition of the suffix /-ak/ which takes the form of /-wak/ after a word ending in 'k' or 'm' or any vowel other than 'a' after which it becomes /-k/.
 e.g. miikis / ak becomes miikisak 'beads'
 atim / wak atimwak 'dogs'
 amow / ak becomes amowak 'bees'
 maskwa / k becomes maskwak 'bears'

The pluralizer is used on possessed animate nouns except for the third person which has no suffix to differentiate singular from plural.

e.g. nimiikisimwak	my beads
kimiikisimwak	your beads
omiikisimwa	his bead/beads
nimiikisiminaanak	our(ex.) beads
kimiikisiminawak	our(in.) beads
kimiikisimiwaawak	your(pl.) beads
omiikisimiwaawa	their bead/beads

C. Preparation.

Be prepared to give in class any of the sentences of Section 1, having changed the number of the noun subject.

13 - 1
GROUP III Lesson 13

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition.

B. Individual repetition.

Where?

Taanti

Where are you going?

Taanti e-itohteyan.

hospital

ahkosiwikamik

to the hospital

ahkosiwikamikohk

Why?

Taanehki

my tooth

niipit

It hurts (I feel it
hurt)

Niwiisakeyihten.

My tooth hurts.

Niwiisakeyihten niipit.

two

niiso

We are going at two o'clock.

Nika-itohtaanaan niiso tipahikan.

Are you (pl.) sick?

Kitahkosinaawaw ciy.

We will be sick then.

Nika-ahkosinaan ekwa.

my head

nistikwaan

perhaps

maaskoc

Perhaps my head will hurt.

Maaskoc nika-wiisakeyihten
nistikwaan.

three

nisto

We will go home at three
o'clock.

Nika-kiiwaanaan nisto tipahikan.

my arm

nispiton

Then our arms will hurt.

Ekosi nika-wiisakeyihtenaan
nispitoninaana.

Perhaps we will all be sick.

Maaskoc kahkiyaaw kika-ahkosi-
naanaw.

We will not go to the hospital
again.

Namawiya kika-itohtaanaanaw
ahkosiwikamikohk kihtwaam.

eggs

waawa

Have you any eggs?

Kitayaan ciy waawa

I will have ten eggs at three o'clock. Nika-ayaan mitaataht waawa nisto tipahikan.

II. DRILL. 15 minutes.

A. Make the following singular nouns plural and change the verbs where necessary to agree with them.

Nikosis ahkosiw. e.g. Nikosisak ahkosiwak.

Kikaawiyinaw kita-miicisow.

Kikosis nikamow.

Niwiikimaakan kii-kisiwaasiw.

Kikinosemiwaaw ota ayaaw.

B. Change the possessor in the following nouns from singular to plural. When /ki-/ occurs give both first inclusive and second plural forms.

kipahkwesikanim e.g. kipahkwesikaniminaw
k'pahkwesikanimiwaaw

kikinosem

nisiwinikan

kitaanis

otema

kimiikisimak

III. RECITATION. 10 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

Inanimate nouns.

Possessives are formed as animate nouns except that they may occur less frequently with an /-im/ suffix and do not take the suffix /-a/ for third person forms.

e.g. omasinahikan 'his book'

Inanimate nouns are pluralized both when possessed and unpossessed by the suffix /-a/ which occurs as /-wa/ following 'k' and 'n'. Inanimate nouns ending with a vowel have the vowel replaced by the pluralizing suffix.

e.g. masinahikana 'books'

ahkosiwikamikwa 'hospitals'

waawi 'egg' becomes waawa 'eggs'

<u>Summary:</u>	ni---(im)	(a)
	ki---(im)	(a)
	o---(im)	(a)
	ni---(im) inaan	(a)
	ki---(im) inaw	(a)
	ki---(im) iwaaw	(a)
	o---(im) iwaaw	(a)

e.g. ninasinahikan	my book
omasinahikan	his book
omasinahikana	his books
omasinahikaniwaaw	their book
omasinahikaniwaawa	their books

One principal difference to be observed between the categories of animate vs inanimate is the difference of verb forms with which they occur. This fact is useful in determining whether a noun is animate or inanimate when it is difficult to obtain a plural form.

e.g. Niwiikipwaw kinosew. I like fish. (an.)
 Ni wiikisten wiyaas. I like meat. (inan.)

It should be noticed also that body parts are considered inanimate. These occur with the obligatory possessive prefix /mi-/ (roughly, someones) when not possessed by a 1st., 2nd, or 3rd. person possessor.

e.g. misit 'foot'
 nisit 'my foot'

When the roots of such nouns begin with a vowel the possessive prefixes become /m-/ , /n-/ , /k-/ , and /w-/.

C. Preparation.

Practise a conversation with a fellow student gleaned from the new materials in this lesson.

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition.

B. Individual repetition.

through

saapo

nineteen

kekaa-mitaatahtosaap

Nineteen men were working on
the ice.

Kekaa-mitaatahtosaap naapewak
atoskewak miskwamiyihk.

Two men came home.

Niiso naapewak pe-kiiwewak.

They are in the hospital.

Ahkosiwikamikohk ayaawak.

Were they drunk?

Kii-kiiskwepewak ciy.

Yes, and now they are sick.

Ehe, ekosi ahkosiwak.

seven

tepakohp

seventeen

tepakohposaap

The seventeen men are working
well.

Tepakohposaap naapewak
miywatoskewak.

my hand

nicihciy

They say their hands hurt.

Itwewak, "Niwiisakeyihtenaan
nicihciyinaan."
niyaanan

five

They will be home at five
o'clock.

Kita-pe-kiiwewak niyaanan
tipahikan.

child

awaasis

Play.

Metawe

The children are playing on
the ice.

Awaasisak metawewak miskwamiyihk.

He arrives

Takosin.

my father

nohtaawiy (Note I.)

My father arrived last night.

Takosin nohtaawiy tipiskohk.

presently

ceskwa

not yet

namawiya ceskwa

The men have not yet come
home.

Namawiya ceskwa pe-kiiwewak
naapewak.

Note I. This is usually replaced by the Creeized Eng. /nipaapa/.

six	nikotowaasik
It's six o'clock.	Nikotowaasik tipahikan.
The women are hungry.	Nohte-miicisowak iskwewak.
eight	ayinaaneyo
It's eight o'clock.	Ayinaaneyo tipahikan.
a little	apisiiis
It's eight-fifteen or so.	Ayinaaneyo tipahikan miina apisiiis.
It's 8:30.	Ayinaaneyo tipahikan miina aapihtaw.
It's 8:45 or so.	Kekaa-ekwa kekaa-mitaataht tipahikan.
Now the men have arrived.	Ekwa takosinwak naapewak.

II. DRILL. 10 minutes.

Each of the following expressions is incorrect in only one way. Correct the form before you say it aloud. Give the meaning and explain your correction.

omiikisimiwaaw
kispitoninaanaw
nimiikisiminaana
Ayawew kinosew.
Nitayaan kisookaam.
Iskwewak miywatoskew.
Nikii-itohtaanaanaw ahkosiwikamikohk.
Kikosisiwaawa ahkosiwak.
Niwiikipwaw kiwiyaasim.
Namawiya kisiwaasik.
Niwiikimaakan papimohtewak tipiskohk.
Ekaawiya kiispowak iskwewak.

III. RECITATION. 10 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

There are a number of Cree verbs whose stems end in -ni. These verbs are conjugated the same as the other intransitive verbs except that:

1. In the third person the final /i/ of the stem is lost.

2. In the third person singular the suffix /w/ is not used

e.g. ni / takosini / n becomes Nitakosinin. 'I arrive.'

but Takosin. 'He arrives.'

e.g. Nitakosinin.

I am arriving

Kitakosinin.

You are arriving.

e.g. (cont.)	Takosin.	He is arriving.
	Nitakosininaan.	We are arriving.
	Kitakosininaanaw.	We (in.) are arriving.
	Kitakosininaawaw.	You (pl.) are arriving.
	Takosinwak.	They are arriving.

The numerals from one to ten are:

peyak	one
niiso	two
nisto	three
neyo	four
niyaanan	five
nikotowaasik	six
tepakohp	seven
ayinaaneyo	eight
kekaa-mitaataht	nine
mitaataht	ten

All the numerals over ten which are not even multiples of ten occur with the final suffix /-saap/ (or/-osaap/ following a consonant.) Thus the forms are:

peyakosaap	eleven
niisosaap	twelve
nistosaap	thirteen
neyosaap	fourteen
niyaanosaap	fifteen
nikotowaasikosaap	sixteen
tepakohposaap	seventeen
ayinaaneyosaap	eighteen
kekaa-mitaatahtosaap	nineteen

In certain areas the above forms are preceded by /mitaataht/. e.g. mitaataht nisto-saap 'thirteen'

The forms five, six and ten often lose their last syllable when occurring in combinations.

e.g. niyaanosaap - 'fifteen'

An optional form for the 'tens plus nine' numerals in many areas is 'almost the next ten'.

e.g. kekaa-niisitanaw 'almost twenty'.

C. Preparation.

Be prepared for a test on the first three units.

GROUP III LESSON 15

I. BASIC SENTENCES. 40 minutes.

A. Unison single repetition. 10 minutes.

twenty	niisitanaw
twenty-one	niisitanaw peyakosaap
thirty	nisto-mitanaw
one hundred	mitaataht-omitanaw
one hundred one	mitaataht-omitanaw miina peyak
twice	niiswaw
two hundred	niiswaw mitaataht-omitanaw
great	kihci
once	peyakwaw
one thousand	peyakwaw kihci-mitaataht-omitanaw
thirty books	nisto-mitanaw masinahikana
forty books	neyo-mitanaw masinahikana
fifty books	niyaanan-omitanaw masinahikana
sixty books	nikotowaasik-omitanaw masinahikana
seventy books	tepakohp-omitanaw masinahikana
eighty books	ayinaaneyo-mitanaw masinahikana
I have thirty books	Nitayaan nisto-mitanaw masinahikana.
I have forty books	Nitayaan neyo-mitanaw masinahikana
I have fifty books	Nitayaan niyaanan-omitanaw masinahikana
I have sixty books	Nitayaan nikotowaasik-omitanaw masinahikana
I have seventy books	Nitayaan tepakohp-omitanaw masinahikana
twenty-nine	kekaac nisto-mitanaw
thirty-nine	kekaac neyo-mitanaw
forty-nine	kekaac niyaanan-omitanaw

fifty-nine	kekaac nikotowaasik-omitanaw
sixty-nine	kekaac tepakohp-omitanaw
seventy-nine	kekaac ayinaaneyo-mitanaw
eighty-nine	kekaac kekaa-mitaataht-omitanaw
ninety	kekaa-mitaataht-omitanaw
ninety-nine	kekaa-mitaataht-omitanaw kekaa- mitaatahtosaap
nineteen dogs	kekaac niisitanaw atimwak
twenty-nine dogs	kekaac nisto-mitanaw atimwak
thirty-nine dogs	kekaac neyo-mitanaw atimwak
forty-nine dogs	kekaac niyaanan-omitanaw atimwak
fifty-nine dogs	kekaac nikotowaasik-omitanaw atimwak
sixty-nine dogs	kekaac tepakohp-omitanaw atimwak
seventy-nine dogs	kekaac ayinaaneyo-mitanaw atimwak
eighty-nine dogs	kekaac kekaa-mitaataht-omitanaw atimwak
ninety dogs	kekaa-mitaataht-omitanaw atimwak
ninety-nine dogs	kekaa-mitaataht-omitanaw kekaa- mitaatahtosaap atimwak
my face	niikwaakan
my hair	nestakaya (pl. form for head of hair)
my foot	nisit
my ear	nitawakay
my nose	niskiwan (note 1 below)
my eye	niskiisik
My face hurts.	Niwiisakeyihten niikwaakan.
My ear hurts.	Niwiisakeyihten nitawakay.
My nose hurts.	Niwiisakeyihten niskiwan

Note 1 - commonly 'nikot'

My eye hurts.	Niwiisakeyihten niskiisik.
Our (in.) faces hurt	Kiwiisakeyihtenaanaw kiikwaakaninawa.
Our (in.) ears hurt	Kiwiisakeyihtenaanaw kitawakayinawa.
Our (in.) feet hurt.	Kiwiisakeyihtenaanaw kisitinawa.
Our (in.) noses hurt.	Kiwiisakeyihtenaanaw kiskiwaniinawa.
Your (pl.) teeth hurt.	Kiwiisakeyihtenaawaw kiipitiwaawa.
Your(pl.)heads hurt.	Kiwiisakeyihtenaawaw kistikwaaniwaawa.
Your (pl.) arms hurt.	Kiwiisakeyihtenaawaw kispitoniwaawa.
He has hair.	Ayaaw mestakaya.
He has eyes.	Ayaaw miskiisikwa.
He has ears.	Ayaaw mitawakaya.
He has feet.	Ayaaw misita.
He has arms.	Ayaaw mispitona.
They had hair.	Kii-ayaawak mestakaya.
They had eyes.	Kii-ayaawak miskiisikwa.
They had ears.	Kii-ayaawak mitawakaya.
They had feet.	Kii-ayaawak misita.
Let's sit down.	Maahti apitaan.
Let's talk Cree.	Maahti nehiyawetaan.
Let's talk English.	Maahti akayaasiimotaan.
Let's pray.	Maahti ayamihaataan.
All right, let's sit down.	Kiyaam apitaan.
All right, let's talk Cree.	Kiyaam nehiyawetaan.
All right, let's talk English.	Keyaam akayaasiimotaan.
All right, let's pray.	Kiyaam ayamihaataan.
Let's not sit down.	Ekaawiya apitaan.

16 - 1
GROUP IV Lesson 16

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition.

B. Individual repetition.

Come in, you're welcome.

Tawaw.

It's hot.

Kisaastew.

It's very hot to-day.

Taapwe kisaastew anohc kaa
kiisikaahk.

Correct.

Kwayask.

Yes, it's hot to-day.

Kwayask kisaastew anohc kaa
kiisikaahk.

What are you doing?

Kekway kaa tootaman.

I am making moccasins.

Nimaskisinehkaan.

I wish to talk Cree.

Ninohte-nehiyawaan.

Stop working.

Pooni-atoske. (note 1 below)

I will stop working then.

Ekwa nika-pooni-atoskaan.

Start talking Cree.

Maaci-nehiyawew.

Do you understand?

Kinisitooten ciy.

much, well

mitoni

Yes, I understand well.

Ehe, mitoni ninisitooten.

I begin to understand

Nitati-nisitooten.

I am beginning to understand
too.

Niista nitati-nisitooten.

Say it through.

Saapo-itwe. (note 1 below)

Say it through ten times.

Mitaatahtwaw saapo-itwe.

He says it well.

Niihtaa-itwew (note 1 below)

Now you say it well.

Ekwa kinihtaa-itwaan.

Where is John?

Taaniwaa John.

Go to work.

Nitawi-atoske (note 1 below)

He went to work.

Kii-nitawi-atoskew.

Work alone.

Peyako-atoske. (note 1 below)

Note 1 - See notes on vowel juncture. Lesson 7.

Does he work alone?

Peyako-atoskew ciy.

always

maana

Yes, he works alone always.

Ehe, peyako-atoskew maana.

soon

wiipac

Will he be home soon?

Wiipac ciy kita-pe-kiiwew.

No.

Namawiya.

Then I will go home now.

Ekwa nitati-kiiwaan.

II. DRILL. 10 minutes.

Start counting around the class in Cree, each person giving one number until you come to 'seven'. Then, instead of saying 'tepakohp', that person is to say 'namawiya'. The numbering continues around the class but whenever a number with seven in it, or a multiple of seven is reached that person to whom it falls must say, "Namawiya." If he misses, 'kiyaam-apiw' for the rest of the game.

III. RECITATION. 10 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

There are a number of adverbial proclitics in Cree which give different aspects to the verbs. A few of them are as follows:

niihtaa-	well
saapo-	through
peyako-(or other numerals)	only, alone (note 1 below)
pooni-	cessation
maaci-	beginning, starting point.
ati-	beginning of a process,
	becoming
nitawi-	bent on, employed at
pe/peci-	come to, towards, hither
nohte-	desiderative, lack of,
	inefficiently

Note 1 - These may occur also in noun forms thus:
opeyako-kosisaana 'his only son'.

C. Preparation.

Combine each of the above proclitics with a verb stem other than that with which it occurs in Section I. Practise saying it until you can give it fluently before the class without reference to the written form. Vary your tense and person combinations throughout.

17 - 1
GROUP IV Lesson 17

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition.

B. Individual repetition.

What time is it?	Taantahto tipahikan.
Almost two o'clock	Kekaac niiso tipahikan.
aeroplane	pimiyaakan
Where is the plane?	Taaniwe pimiyaakan.
It is arriving.	Takopayiw.
It has not yet arrived.	Namawiya ceskwa takopayiw.
Wait.	Peho.
as I wait	e-pehoyaan
since	aspin
I have been waiting an hour.	Peyak tipahikan aspin ohci kaa pehoyaan.
Here it is.	Maakooma.
Here comes the plane.	Maakooma pimiyaakan.
He alights. (as a bird)	Twehow.
It is landing.	Twehomakan. (note 1 below)
The plane is landing.	Pimiyaakan twehomakan.
Go outside.	Wayawe.
Let's go outside.	Wayawetaan.
I can walk.	Nikakii-pimohtaan.
I can walk alone.	Nikakii-peyako-pimohtaan.
How are you?	Taanisi ekwa.
Fine.	Namawiya naentaw.
He goes aboard.	Poosiw.
Did you come on the plane?	Kikii-pe-poosin ciy pimiyaakanihk.
Yes.	Ehe.

Note 1 - Now commonly 'toohomakan'.

When?	Taanispi.
It leaves.	Sipwepayiw.
When does it leave?	Taanispi e-sipwepayihk.
a week (period of time)	e-ispayihk
It leaves in two hours.	Kita-sipwepayiw niiso tipahikan ispayihki.
He leaves, sets out.	Sipwehtew.
Is your father leaving?	Kohtaawiy ciy kita-sipwehtew.
Try to work.	Kakwe-atoske.
Yes, he will try to start work.	ehe, wii-kakwe-maaci-atoskew.
It goes fast.	Kisepayiw.
The plane goes fast,	Kisepayiw pimiyaakan.

II. DRILL. 15 minutes.

Play 'cross questions and silly answers.' Choose from a pile of previously prepared slips a question written in English. Ask this question (in Cree) of a classmate. He draws at random from a pile of similarly prepared answer slips his reply which he gives in Cree. The questions will be prepared from variations of the basic sentences of the previous lesson.

III. RECITATION. 10 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

It should be noted in what order and in which combinations the various proclitics occur. Observe the following:

1. /ohci-/ occurs immediately following the subject prefix.
2. Tense proclitics are of second order.
e.g. Nikii-nipaanaan 'We slept'.
Nohci-kii-nipaanaan. '(because) We slept'.
- /ka-/ and /kii-/ may occur together giving the sense of 'can', 'may' or 'ought to'.
e.g. Kikakii-poosin. 'you can get on board'.
Kitakii-poosiw. 'He can get on board'.

3. Two (or possibly more) adverbial proclitics may be used together. /Kakwe-/, /nohte-/ and /ati-/ take first position if they are used in combination with others.
e.g. Ninoh-te-maaci-atoskaan. 'I want to start work'.

e.g. (cont.) Nitati-pe-kiiwaan. 'I start to come home.'

/wii-/ usually accompanies /kakwe-/ in present tense forms.

e.g. Wii-kakwe-maaci-atoskew. 'He is trying to start work.'

/Pe-/ when occurring with any adverbial proclitic other than /kakwe-/, /nohte-/ or /ati-/ takes first place.

e.g. Pe-wayawepahtaaw. 'He comes running out.'

The following is a chart of the relative order of verb proclitics:

<u>Prefix</u>	<u>1st.</u>	<u>2nd.</u>	<u>3rd.</u>	<u>4th.</u>	<u>5th.</u>	<u>6th.</u>	<u>7th.</u>	<u>root</u>	<u>suffix</u>
ni	ohci	ka	kii	nohte	pe	nitawi	wayawe	n	
ki		kita	wii	kakwe		pooni	tako	n	
				ati		maaci	miyo	w	
ni						saapo		n	aan
ki						niihtaa		n	aan aw
ki								n	aaw aw
								w	ak

C. Preparation.

1. Play 'Twisted Anatomy' with a partner for ten minutes.

2. Go through the lessons previous to Lesson 16 and pick out all the verbs which you think can be used with two adverbial proclitics. Make some frames and practise attaching the proclitics to the roots, using the correct order. Then change the person and tense of the verbs, making sure that you still keep all the parts in their right order.

18 - 1
GROUP IV LESSON 18

I. BASIC SENTENCES, 25 minutes.

A. Unison double repetition.

B. Individual repetition.

Sleep well.	Miyokwaami.
Did you sleep well?	Kikii-miyokwaamin ciy.
I slept now and then.	Nikii-naanipaan.
now	anohc
today	anohc kaa kiisikaahk
Are we going away today?	Kika-sipwehtaanaanaw ciy anohc kaa kiisikaahk.
Yes, the plane comes at eight o'clock.	Ehe, ayinaaneyo tipahikan kita- takopayiw pimiyaakan.
It turns round.	Kweskipayiw.
Then it turns around	Ekwa kweskipayiw.
It leaves at 8:30.	Sipwepayiw ayinaaneyo tipahikan miina aapihtaw.
What are you doing?	Taanisi kaa itootaman.
Eat a little.	Miicisosi.
I am eating a little.	Nimiicisosin.
Where are the children?	Taaniwekaak awaasisak.
They are here.	Ota ayaawak.
Stand straight.	Kwayasko-kaapawi.
They are standing straight.	Kwayasko-kaapawiwak.
Here it is.	Oomiita.
Here is the plane.	Oomiita pimiyaakan.
Let's get in.	Poositaan.
There's plenty of room.	Misitawaw.
The children are singing.	Nikamowak awaasisak.
He always sings.	Nikamoskiw.
They are always singing.	Nikamoskiwak.

that one (animate)	ana
Speak.	Piikiskwe.
He speaks evil.	Macipiikiskwew
That man is talking evil.	Ana naapew macipiikiskwew.
Pretend to sleep.	Nipaakaaso.
Let's pretend to sleep.	Nipaakaasotaan.
We want to go out.	Ninohte-wayawaanaan.
The plane will land soon.	Wiipac kita-twehomakan pimiyaakan.
Then you (pl.) may run out.	Ekwa kika-wayawepahtaanawaw.

II. DRILL. 15 minutes.

A. Unison single repetition. 3 minutes.

Nimiicison.
 Nimiymiicison.
 Ninohte-miicison.
 Nipeyako-miicison.
 Nipooni-miicison.
 Niwii-kakwe-miicison.

 Ninohte-maaci-miicison.
 Ninohte-pooni-miicison.
 Ninohte-peyako-miicison.

 Niwii-kakwe-miyomiicison.
 Niwii-kakwe-maaci-miicison.
 Niwii-kakwe-pooni-miicison.
 Niwii-kakwe-peyako-miicison.

Kikii-nikamon.
 Kikii-miyonikamon.
 Kikii-nihta-nikamon.
 Kikii-peyako-nikamon.
 Kikii-pooni-nikamon.
 Kikii-kakwe-nikamon.

Kikii-nohte-miyonikamon.
 Kikii-nohte-maaci-nikamon.
 Kikii-nohte-peyako-nikamon.

Kikii-kakwe-miyonikamon.
 Kikii-kakwe-maaci-nikamon.
 Kikii-kakwe-peyako-nikamon.

Kika-itohtaanaanaw.
 Kika-pe-itohtaanaanaw.
 Kika-nohte-itohtaanaanaw.
 Kika-nohte-pe-itohtaanaanaw.

B. Individual repetition.

Watch carefully for intonation and stress. See if you can determine some definite rules to govern stress in terms of intonation. Listen to the shift in stress when an extra proclitic is added. Note whether the vowels are long or short, and what effect, if any, this has on the stress patterns.

III. RECITATION. 10 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

By reduplication of the initial consonant plus the vowel 'aa' a verb in Cree can have its meaning intensified. This may also signify an action repeated again and again.

e.g. Pimohtew	He walks.
<u>Pa</u> pimohtew.	He goes for a walk, he walks about.
Ninipaan.	I sleep.
<u>Nina</u> anipaan.	I sleep fitfully, I sleep now and then.

On words beginning with a vowel, repeated or intensified action is expressed by the prefix /ay-/.

e.g. Apiw.	He sits down.
<u>Ay</u> apiw.	He sits about.
Itwew.	He says.
<u>Ay</u> itwew.	He declares.
Itootam.	He does it.
<u>Ay</u> itootam.	He does it repeatedly.

Numerals can take this reduplication form with the meaning, 'so many each' or 'so many by so many'.

e.g. peyak	one
<u>pa</u> apeyak	one by one, one each
ayinaaneyo	eight
<u>a</u> hayinaaneyo	eight by eight, eight each

Although the proclitics in orders six and seven are not likely to be used together, those of the 7th order seem to be closer to the root than those of the 6th. It will be noted that the root is often shortened following the 7th order, or even a completely different root is used.

The following changes take place when proclitics of the 7th order (those closest to the root occur with the verbs.)

1. When a word begins with the syllable 'ma', the initial consonant is frequently lost. The root then becomes like a word beginning with a vowel and the pronunciation is governed by the rules set down in Lesson 7 for Loss and Lengthening Junctures.

e.g. miyo / masinahike / w becomes Miyasinahikew.
He writes well.

2. Completely different roots are used.

e.g. Nipaaw. 'He sleeps.'
 but Miyokwaamiw. 'He sleeps well.'

In Lessons 16, 17 and 18 we have listed a few of the many adverbial proclitics which are used with Cree verbs. We have by no means exhausted the material, and, as the lessons progress, we will be introducing others in the basic sentences. As they are introduced, you should try to discover their relative order and add them to your chart. Here are a few more of the 7th. order which have been introduced in to-day's lesson:

mayi- bad
 maci- evil
 apisii/apist- small
 misi- big
 kweski- turning
 sipwe- leaving, starting

Corresponding to these proclitics are a few post-clitics which modify the verbs in a similar manner. They are:

/-si/ diminutive

e.g. atoske / si / w becomes Acoskesiw. 'He works a little.'

Note here that 't' becomes 'c' throughout any form occurring with /-si/.

/-ski/ habituate

e.g. atoske / ski / w becomes Atoskeskiw. 'He works habitually.'

(Hence possibly such noun forms as maatosk 'crybaby' and nipaask 'sleepyhead'.

/-kaaso/ simulation or pretense

e.g. atoske / kaaso / w becomes Atoskekaasow. 'He pretends to work.'

C. Preparation.

1. Test the person sitting next to you on the expressions used in this lesson. First cover the English and see if your partner knows the Cree. Then cover the Cree and see if he can give you the Cree for the English. Select only a few and skip around. Use build-up items as well as full expressions.

2. Review your numbers from one through one thousand.

GROUP IV LESSON 19

I. BASIC SENTENCES. 25m minutes.

A. Unison double repetition.

B. Individual repetition.

We have arrived.

Kitakosininaanaw.

Put on your coat.

Postasaake.

Children, put on your coats.

Postasaakek awaasisak.

How are you?

Taanisi ekwa.

Fine.

Namawiya naantaw.

She is married.

Onaapemiw.

My daughter is married now.

Nitaanis onaapemiw ekwa.

Has she children?

Ayawew ciy awaasisa.

Yes, she has one child.

Ehe, ayawew peyak awaasisa.

hat

astotin

Take off your hat.

Ketastotine.

Are you hungry.

Kinohte-micison ciy.

Wash your hands.

siipekinichce.

May we wash our hands?

Nikakii-siipekinichcaanaan ciy.

Wash your face.

Siipekinikwe.

Together with

asici

You may wash your faces too.

Kikakii-siipekinikwaanaawaw.

Plate

Oyaakan

Here is your plate.

Oomiita kitoyaakan.

My face hurts.

Niwiisakeyihten niikwaakan

He makes a hat.

Astotinehkew.

Do you make hats?

Kitastotinehkaan ciy.

Yes, I make hats.

Ehe, nitastotinehkaan.

coat, dress

miskotaakay

It is nice.

Miiwaasin.

Your coat is nice.

Miiwaasin kiskotaakay.

Take off your coat.

Ketasaake.

II. DRILL. 15 minutes.

Read the following sentences translating the underlined words.

Awaasisak eat a bit ekwa pasikowak.

Itwewak, "Namawiya we slept well tipiskohk."

Mitoni kimiyopiikiskwaanaawaw maaka you are hypocrites.

Let's sit up straight; pe-itohtewak niisitanaw iskwewak.

There's plenty of room pimiyaakanihk ekosi nika-sipwehtaanaan.

Kikosisiwaawak play all the time miina acoskesiwak.

Ana naapew writes small.

Were you singing evil ayamihewikamikohk?

Ekaawiya wayawe, namawiya you've stopped eating.

I turned when sitting ayamihewikamikohk ekosi kikii-naanipaasin.

III. RECITATION. 10 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

One of the interesting features of Cree words is the way in which they can give meanings simply by means of certain clitics. The following can be added to nouns:

/-ehke/ to be a maker of

e.g. maskisin / ehke / w becomes Maskisinehkew. 'He makes moccasins.'

/o---i/ to have, possess

e.g. o / naapew / m / i / w becomes Onaapemiw. 'She is married.' (has a man)

/-iwi/ to be

e.g. iskwesis / iwi / w becomes Iskwesisiw. 'She is a girl.'

/post---e/ to put on

e.g. post / astotin / e becomes Postastotine. 'Put on your hat.'

/ket---e/ to take off

e.g. ket / astotin / e becomes Ketastotine. 'Take off your hat.'

These last two have reference to clothing.

/kaase---e/ to wash (or in many forms 'to wipe')

e.g. kaase / oyaakan / e becomes Kaaseyaakane. 'Wash the dishes.'

These verbalizing clitics cause stem changes similar to 7th. order proclitics.

e.g. post / maskisin / e becomes Postaskisine. 'Put on your moccasins.'

Note also the shortening of the stem in some familiar expressions.

e.g. post / miskotaakay / e becomes Postasaake. 'Put on your coat.'

kaase / kwaakan / e becomes Kaasekwe. 'Wipe your face.'

e.g. (cont.) ~~kaase~~ / ~~cihciy~~ / ~~e~~ becomes Kaasecihce. 'Wipe
your hands.'

Remember that with intransitive independent verbs stem-final
'e' becomes 'aa' preceding /-n/.

e.g. Nimaskisinehkaan. 'I make moccasins.'
Kikaasekwaan. 'You wipe your face.'

C, Preparatio~~r~~.

Carry on a conversation with a partner re. a trip you
intend to make, or have made, by plane; or welcome someone to
your home who has just arrived. Enquire concerning his trip,
and tell him some news.

GROUP IV LESSON 20

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition.

B. Individual repetition.

sun

Piisim

clock

piisimohkaan

Have you a clock?

Kitayawaw ciy piisimohkan.

It's past nine o'clock.

Miyaaskam kekaa-mitaataht
tipahikan.

He is late.

Ciyahaw.

Noah is late again.

Nowa kihtwaam ciyahaw.

He is coming now.

Pe-itohtew anohc.

Now we can work.

Ekwa kikakii-atoskaanaanaw.

pencil

masinahikanaatik

I have no pencil.

Namawiya nitayawaw masinahikan-
aatik.

Here he is.

Awiita.

Here is your pencil.

Awiita kimasinahikanaatik.

ink

masinahikanaapoy

It is

Astew.

The ink is here too.

Ota astew masinahikanaapoy
asici.

paper

masinahikanekin

Have you any paper?

Kitayaan ciy masinahikanekin.

Yes, I have a book.

Ehe, nitayaan masinahikan.

It's noon.

Aapihtaa-kiisikaaw.

food

miiciwin

Where is the food?

Taaniwe miiciwin.

stove

kotawaanaapisk

On the stove.

Kotawaanaapiskohk.

Let's eat.

Maahti miicisotaan.

butter

tohtosaapowipimiy

Please the butter.

Maahti tohtosaapowipimiy.

Let's go outside.

Maahti wayawetaan.

his heart

oteh

strawberry

otehimin

There are strawberries there.

Otehimina ekota ayaawa.

DRILL. 15 minutes.

A. Verbalize the following nouns, using as many clitics as a word will allow. Give the meaning.

maskisin

e.g. Maskisinehkew.

Postaskisinew.

Ketaskisinew.

miskotaakay

astotin

niikwaakan

kicihciy

naapew

B. Insert the diminutive, habituate and simulative postclitics in the following verb forms, being careful to keep them in the same person and number.

Nimetawaanaan

e.g. Nimetawesinaan.

Nimetaweskinaan.

Nimetaweakaasonaan.

Nitayamihaan.

Kitatoskaanaanaw.

Nikamowak.

Kititweanaawaw.

III. RECITATION. 10 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

Two postclitics frequently occurring to nominalize verb roots are /-kan/ and /-win/. Note the following:

masinahikan 'book'

miiciwin 'food'

metawaakan 'toy'

metawewin 'game'

There are numerous other postclitics which occur to modify nouns. Two of these may be attached to the same stem. A few are as follows:

-aapoy liquid

e.g. masinahikanaapoy 'ink' (writing fluid)

-aatik made of wood

e.g. masinahikanaatik 'pencil' (writing stick)

-ekin material, either cloth or paper

e.g. masinahikanekin 'paper' (book material)

e.g. kinosewikamik 'fish plant'
ahkosiwikamik 'hospital'

Compare the following forms:

masinahi / kan becomes masinahikan 'book' (basic root plus nominalizer)
masinahi / ke / w becomes Masinahikew. 'He writes.' (basic root plus intransitivizer plus personalizer).
masinahi / kan / ehke / w becomes Masinahikanehkew. 'He makes a book' (basic root plus nominalizer plus verbalizer plus personalizer).

Review this entire unit on verb and noun derivation and prepare for a test.

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition.

B. Individual repetition.

Trap.

Wanihike.

as you go trapping

e-nitawi-wanihikeyan

When are you going trapping?

Taanspi ke-nitawi-wanihikeyan.

Not yet.

Namawiya ceskwa.

he being sick

e-ahkosit

while

mekwaac

I will not leave while my son
is sick.

Namawiya nika-sipwehtaan mekwaac
e-ahkosit nikosis.

How is he?

Taanisi e-isi-ayaat.

He is better.

Siyakes isi-ayaaw.

Is he getting better now?

Siyakes naa ekwa.

Yes, he is improving.

Ehe, ati-miiwaayaaw.

as we sing

e-nikamoyaahk

We will go away singing.

Nika-sipwehtaaraan e-nikanoyaahk.

You are travelling.

Kipimotehon.

Do you (pl.) travel on ice?

Kipimotehonaawaw ciy miskwamiyihk.

Yes, we will go with our dogs.

Ehe, nika sipwehtaaraan nitem-
inaanak asici.

as they travel

e-pimotehocik

The dogs bark as they travel.

Atimwak mikisimowak e-pimot-
ehocik.

they who will trap

kaa wii-wanihikecik

The men who will trap are
leaving.

Naapewak kaa wii-wanihikecik
sipwehtewak.

the sick one

ana kaa ahkosit

The sick one came home.

Ana kaa ahkosit kii-pe-kiiwew.

while we (in.) work

e-mekwaa-atoskeyahk

We (in.) speak Cree while we
work.

Kinehiyawaanaanaw e-mekwaa-
atoskeyahk.

(for us) to talk
English

kita-akayaasiimoyahk

It is difficult(for us)to
talk English.

Ayiman kita-akayaasiimoyahk.

II. DRILL. 15 minutes.

To the following attach suitable postclitics. Where possible attach more than one, being careful to put them in their right order.

metawe

e.g. metawaakan
metawewin

awaasis

wiyaas

tipahi-

ahkosi

tohtos

miici

masinahi-

III. RECITATION. 10 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

Convert Juncture. In certain combinations a final long vowel merges with an initial vowel.

e.g. kaa itwet becomes ketwet 'what he says'

kaa otinahk becomes kootinahk 'what he takes'

Intransitive Subordinates. The verbs in Cree are not only used with the endings which have been given in the previous units, but there is another set of endings that is used with verbs when they are in some sense subordinate to another verb.

e.g. I saw (independent) the man who was walking. (sub-
ordinate)

The use of the subordinate mood is hard to define exactly in that it is sometimes used even as the only verb in the sentence with no apparent previous context. In long text and connected discourse it is actually more frequent than the independent mood.

The proclitic /e-/ may occur before any subordinate verb regardless of person. The personal prefixes /ni-/ and /ki-/ do not occur with the subordinate endings.

The regular intransitive endings for verbs in the subordinate mood are:

-yaan 1st. person sg.

-yaahk 1st. person pl.

-yan (note 1) 2nd. person sg.

-yahk 1st. person (in.) pl.

-t 3rd. person sg.

-yek 2nd. person pl.

-cik (note 2) 3rd. person pl.

Note 1 - The form '-yin' is also used.

Note 2 - 'T' becomes 'c' immediately preceding the suffix /-ik/.

The /-ik/ is the pluralizer in the subordinate mood which corresponds with the /-ak/ of the independent. In some areas the pluralizer is /-waaw/. e.g. e-nipaatwaaw '(as) they sleep.'

Summary: e---yaan
e---yan
e---t
e---yaahk
e---yahk
e---yek
e---cik

e.g. e-miicisoyaan as, when, while I eat; eating
e-miicisoyan (as, etc.) you are eating
e-miicisot (as, etc.) he is eating
e-miicisoyaaahk (as, etc.) we are eating
e-miicisoyahk (as, etc.) we (in.) are eating
e-miicisoyek (as, etc.) you (pl.) are eating
e-miicisocik (as, etc.) they are eating.

Verb stems ending in 'e' do not change to 'aa' for 1st. and 2nd. person subordinate as they did in the independent.

e.g. e-nehiyaweyaan (as, etc.) I speak Cree.
e-nehiyaweyan (as, etc.) you speak Cree

With verbs in the subordinate mood all tense and adverbial proclitics occur similarly to those in the independent mood. The proclitic /e/ precedes the past proclitic /kii-/.

e.g. e-kii-nipaat 'as he was sleeping, having slept.'
e-kii-nitawi-wanihiket 'as he went trapping, having trapped'

However, when occurring with the future tense, /ka/kita-/ precedes /e/ and the following contraction takes place:
ka/kita + e becomes ke e.g. Taanisi ke itootaman. 'What are you going to do?'

The proclitic /e-/ is sometimes replaced by the particle /kaa/ which has roughly the meaning of 'who' or 'which'.

e.g. naapew kaa nipaas 'the man who is sleeping'

This particle does not occur with the future /ka/kita-/. The contraction mentioned above always occurs here.

e.g. ana ke-wanihiket 'he who will trap'

When /e-/ is replaced by /kita/ta/ it translates the English infinitive. The ending must still agree in number and person with the subject or object to which it refers.

e.g. Nisipwehtaan kita-wanihikeyaan. 'I'm going away to trap.'

The negative /ekaa/ takes the place of /namawiya/ when the verb is in the subordinate mood.

e.g. ekaa e-atoskeyan 'as you are not working'

C. Preparation.

Test a fellow-student on the expressions given in this lesson and see if he knows the Cree for the English.

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition.

B. Individual repetition.

It's winter.	Pipon.
It's beginning to be winter.	Ati-pipon.
hard, strong	sooki
I work hard as winter begins.	E-ati-pipohk, sooki nitatoskaan.
It is cold.	Tahkayaaw.
snow	koona (note 1)
in the snow	koonihk
The children are playing in the snow.	Awaasisak metawewak koonihk.
Come.	Aastam.
Come. (pl.)	Aastamitik.
Come and eat.	Aastamitik kita-miicisoyek.
Enter.	Piihtokwe. (note 2)
They are coming in to eat.	Pe-piihtokwewak kita-miicisocik.
When did you arrive?	Taanspi kaa kii-takosiniyan.
Lie down.	Pimisini.
I came in while you (pl.) were lying down.	Mekwaac e-kii-pimisiniyek, ni-pe-piihtokwaan.
Have you stopped trapping?	Kipooni-wanihikaan ciy.
It is spring.	Siikwan.
Yes, but I will go trapping again next spring.	Ehe, maaka kihtwaam nika-nitawi- wanihikaan siikwahki.
How are the children?	Taanisi ekwa e-isi-ayaacik awaasisak.
They are fine.	Miiwaayaawak.
Stand.	Niipawi

Note 1. This is a plural form.

Note 2. or piihtoke

That girl can stand alone now. Ana iskwesis kitakii-peyako-niipawiw (note 1) ekwa.
 Where is she? Taaniwaa ana.
 She is sleeping. E-nipaat.
 Are you hungry? Kinohte-miicison ciy.
 No, I have eaten already. Namawiya. Saasay nikii-miicison.

Note 1 - As a rule, the bound root /-kaapawi/ occurs with adverbial proclitics. However, in this case, 'peyako-kaapawiw' would mean that she was standing alone in the room. The sense here is 'standing without help'.

II. DRILL. 15 minutes.

A. Change the following expressions to the independent mood form.

e-nikamoyahk
 e-kii-pimohteyek
 e-kii-pimohtehoyan
 e-wii-kaasecihcet
 ke-poosiyaan
 e-wayawecik
 e-atoskeyaahk

B. Change the following expressions to the subordinate mood form.

Kinipaan.
 Nitakayaasimonaan.
 Apiwak.
 Kitayamihcikaanaanaw.
 Masinahikew.
 Nikisiwaasin.
 Kitahkosinaawaw.

III. RECITATION. 10 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

In the subordinate mood, verbs ending in /-ni/ lose their final /-ni/ in the third person and take the ending /-hk/ instead of /-t/.

e.g. e-pimisini yaan	as I am lying down
e-pimisini yan	as you are lying down
e-pimisi hk	as he is lying down
e-pimisini yaahk	as we are lying down
e-pimisini yahk	as we (in.) are lying down
e-pimisini yek	as you (pl.) are lying down
e-pimisi hk ik/	as they are lying down

waaw

Following any personal suffix ending in 'k' the pluralizer, /-ik/ generally takes the form of /-waaw/.

There are quite a number of verbs of the type whose stems end in /-ni/ which, due to the impersonal nature of their meaning, never occur in any other persons but 3rd or 4th. sg. Like all /-ni/ verbs in the independent mood, 3rd person, they simply end with 'ni'.

e.g. Siikwan.	It is spring.
Pipon.	It is winter.

There are some other impersonal verbs which are not of the /ni-/ type. In the independent mood, these take the regular third person suffix /-w/.

e.g. Kiisikaaw.	It is day.
Tipisknaw.	It is night.
Tahkayaaw.	It is cold.

However, impersonal verbs tend to occur most frequently in the subordinate mood with the sense of 'as it is spring' etc. Both types follow the pattern of the /-ni/ verbs, taking the ending /-hk/.

e.g. e-siikwahk	'as it is spring'
e-tahkayaahk	'as it is cold'

C. Preparation.

Prepare a short conversation using some verbs in the subordinate mood. Work out a situation using previous vocabulary items. Be sure your sentences are not too complicated.

1. BASIC SENTENCES. 25 minutes.

A. Unison double repetition.

B. Individual repetition.

It's summer.	Niipin.
Go for berries.	Nitawi-mine.
Let's go for berries.	Maahti nitawi-minetaan.
Where shall we go?	Taanti ke-itohteyahk.
Camp.	Kapesi.
island	ministik
on the island	ministikohk
Let's camp on the island.	Kapesitaan ministikohk.
mosquito	sakimiis
There are many mosquitoes.	Sakimiiskaaw.
last summer	niipinohk
berries	miinisa
But last summer there were many berries there.	Niipinohk maaka kii-miinisiskaaw ekota.
It rains.	Kimiwan.
It's going to rain.	Wii-kimiwan.
yesterday	otaakosihk
day before yesterday	awasi-otaakosihk
It rained the day before yesterday.	Kii-kimiwan awasi-otaakosihk.
It is fall.	Takwaakin.
last fall	takwaakohk
much	mistahi
It rained much last fall.	Takwaakohk mistahi kii-kimiwan.
I have many berries.	Mistahi miinisa nitayaan.
tomorrow	waapahki
We will go home tomorrow.	Waapahki kika-kiiwaanaanaw.

II. DRILL. 15 minutes.

Recite the 7 subordinate forms in the past, present, future and infinitive constructions for each of the following verb roots.

ayamihcike e.g. e-ayamihcikeyaan
 e-ayamihcikeyan etc.

kaasekwe

api

pasiko

takosini

wayawi

ayamihaa

III. RECITATION. 10 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

There is a verbalizing postclitic /-skaa/ 'an abundance of' which, in combination with nouns, creates forms which line up with the second group of impersonal verbs.

e.g. Kinosew / skaa / w becomes Kinoseskaaw

'Fish abound'.

e / kinosew / skaa / hk becomes e-kinoseskaahk

(note 1) 'as fish abound'

With impersonal verbs the proclitic /kii-/ is used to express past time and the proclitic /wii-/ to express future.

e.g. Kii-kimiwan. 'It rained.' e-kii-kimiwahk 'as it rained'

Wii-kimiwan. 'It's going to rain.' e-wii-kimiwahk 'as it's going to rain'

To express time now present, the particle /anohc/ 'now' occurs followed by the particle /kaa/.

e.g. anohc kaa kiisikaahk 'to-day' (now that it is day)

anohc kaa tipiskaahk 'to-night' (now that it is night)

The four seasons of the year are also expressed by impersonal verbs in Cree. They are as follows:

Siikwan. It is spring.

Niipin. It is summer.

Takwaakin. It is fall.

Pipon. It is winter.

'Last spring', 'last summer', etc. can be expressed by the addition of the suffix /-ohk/ to the independent form.

e.g. piponohk 'last winter'

'Last autumn', and 'last night' can be expressed by the above suffix, but in these two instances, the stem loses its final vowel and consonant.

e.g. takwaakin / ohk takwaakohk 'last autumn'

tipiskaaw / ohk tipiskohk 'last night' /added.

NOTE: Nouns lose their final 'w' when a suffix or proclitic is

Specific time is not of great importance to the Indian. and is therefore expressed in a very indefinite manner. We have noted that time is seldom reckoned by minutes, but the approximate hour, quarter hour or half hour are stated. Tomorrow, the day after, yesterday, the day before are expressed as follows:

'otaakosihk'	'yesterday'
'awasi-otaakosihk'	'day before yesterday'
'kihci-awasi-otaakosihk'	'two days before yesterday'
'waapahki'	'tomorrow'
'awasi-waapahki'	'the day after tomorrow'

[-ispayik 'as it goes' expresses a week, while the word piisim is commonly used for 'month' , and askiiwin or pipon for 'year'.

Note the addition of the suffix /-i/ when denoting a day or hour still in the future.

e.g. waapahki 'tomorrow'
ayamihewi-kiisikaahki 'Sunday to come'

C. Preparation.

Prepare a short conversation based on the materials given in this lesson. Discuss the weather, and the possibility of rain or snow, together with the advisability of going berry-picking and camping out.

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition. 5 minutes.

B. Individual repetition. 20 minutes.

It's noon.	Aapihtaa-kiisikaaw.
My father will be home soon.	Nohtaawiy kita-pe-kiiwew wiipac.
Set the table.	Oyastaaso.
Where are they? (inan.)	Taaniwehaa.
knife	mohkomaan
Where are the knives?	Taaniwehaa mohkomaana.
box	mistikowat
cup	minihkwaakan
They are in the box.	Mistikowatihk astewa.
fork	ciistahaasepon
Are the forks there too?	Ekota naa miina ciistahaasepona astewa.
It falls.	Pahkihtin.
on the ground (floor)	mohcihk
A fork fell on the floor.	Mohcihk kii pahkihtin ciista- haasepon.
spoon	emihkwaanis
I have no spoon.	Namaac nitayawaw emihkwaanis.
Where is it? (animate)	Taaniwaa.
My spoon fell on the floor.	Nicemihkwaanis kii pahkisin mohcihk.
Where did the spoon fall?	Taanta kaa kii-pahkisihk emihkwaanis.
It says.	Itwemakan.
What does the book say?	Taanisi e-itwemakahk masinahikan.
It says (for you(pl.) to speak the truth.	Itwemakan kita-taapweyek.
Are the children sleeping?	Awaasisak ciy e-nipaacik.
No, but they are lying down.	Nemawiya, maaka e-pimisihkwaaw.
Where are they lying?	Taanti kaa pimisihkwaaw.

They are lying on the floor. Pimisinwak mohcik.

Finish eating. Kiisi-miiciso.

Have you finished eating now? Kikii-kiisi-miicison ciy ekwa.

Yes, I have had enough. Ehe, nikiispon ekwayikohk.

II. DRILL. 15 minutes.

Use the following as subordinate impersonal verbs in a sentence, being careful that the independent verb used with them does not have a third person subject. e.g. e-kiisikahk niwanihikaan. 'I trap in the day.'

Kiisikaaw.

Mispon.

Tahkayaaw.

Kisaastew.

Siikwan.

Tipiskaaw.

Pipon.

Takwaakin.

Kimiwan.

III. RECITATION. 10 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

Although something inanimate is rarely considered capable of action, there is a suffix, /-maka/ which may be added to a verb stem to indicate that the subject is inanimate. The verb then falls into the class with the /ni-/ verbs.

e.g. naapew itwew	the man says
masinahikan itwemakan	the book says
masinahikan e-itwemakahk	as the book says.

Verbs whose basic form is of the /ni-/ class, simply change the final /-s/ of the stem to /-ht/.

e.g. Pahkisin.	'He falls.'
Pahkihtin.	'It falls.'

There is another form /-payi/ which frequently occurs in inanimate verb constructions.

e.g. Pikopayiw.	'It breaks.'
-----------------	--------------

This root, in combination with proclitics such as /tako-/ and sipwe-/, occurring with both animate and inanimate subjects, suggests the thought of motion, as for a vehicle, or riding on a vehicle. When used with an inanimate subject, it falls into the class with /-ni/ verbs when used in the subordinate mood.

e.g. takopayiw pimiyaakan.	'The plane is arriving.'
e-takopayihk pimiyaakan	'as the plane arrives'

However when /-payi/ occurs with an animate subject, it takes the regular endings in the subordinate mood.

e.g. e-takopayit pimiyaakanihk 'as he arrives on the plane'

When indicating a plural inanimate subject, the regular pluralizers /-ak/ and /-ik/ lose their final 'k'.

e.g. Masinahikana itwemakanwa. 'The books say.'
Masinahikana e-itwemakahki 'as the books say'

Pimiyaakana sipwepayiwa 'The planes are leaving'
pimiyaakana e-sipwepayihki 'as the planes leave'

Nitastotina pahkihtinwa. 'My hats are falling.'
nitastotina e-pahkihtihki 'as my hats fall'

C. Preparation.

Look over the frames in Lesson 25. Make additional frames with the materials given in these first five units. Review carefully all the materials to date, and prepare for a general test.

I. BASIC SENTENCES. 30 minutes.

A. Unison single repetition. 7 minutes.

B. Individual repetition. 23 minutes.

Talk.

Ayami.

We (in.) sing at night.	Kinikamonaanaw e-tipiskaahk.
We. (in.) play at night.	Kimetawaanaanaw e-tipiskaahk.
We (in.) talk at night.	Kitayaminaanaw e-tipiskaahk.
We (in.) lie down at night.	Kipimisininaanaw e-tipiskaahk.
We (in.) sing in the day.	Kinikamonaanaw e-kiisikaahk.
We (in.) sing in the rain.	Kinikamonaanaw e-kimiwahk.
We (in.) sing in autumn.	Kinikamonaanaw e-takwaakihk.
We (in.) sing in winter.	Kinikamonaanaw e-pipohk.
We (in.) sang at night.	Kikii-nikamonaanaw e tipiskaahk.
We (in.) played at night.	Kikii-metawaanaanaw e-tipiskaahk.
We (in.) talked at night.	Kikii-ayaminaanaw e-tipiskaahk.
We (in.) lay down at night.	Kikii-pimisininaanaw e-tipiskahk.
We (in.) sang in the day.	Kikii-nikamonaanaw e-kiisikaahk.
We (in.) sang in the rain.	Kikii-nikamonaanaw e-kimiwahk.
We (in.) sang in autumn.	Kikii-nikamonaanaw e-takwaakihk.
We (in.) sang in winter.	Kikii-nikamonaanaw e-pipohk.
We (in.) talked in the night.	Kikii-ayaminaanaw e-tipiskaahk.
We (in.) played in the rain.	Kikii-metawaanaanaw e-kimiwahk.
We (in.) lay down in winter.	Kikii-pimisininaanaw e-pipohk.
We want to sing at night.	Kinohte-nikamonaan e-tipiskaahk.
We want to play at night.	Kinohte-metawaanaan e-tipiskaahk.
We want to talk at night.	Kinohte-ayaminaan e-tipiskaahk.
We don't want to sing in the day.	Namawiya ninohte-nikamonaan e-kiisikaahk.
We don't want to play in the day.	Namawiya ninohte-metawaanaan e-kiisikaahk.

We don't want to talk in the day.	Namawiya ninohte-ayaminaan e-kiisikaahk.
I talk a little as I eat.	Nicayamisin e-miicisoyaan.
I talk a little as you eat.	Nicayamisin e-miicisoyan.
I talk a little as he eats.	Nicayamisin e-miicisot.
I talk a little as we eat.	Nicayamisin e-miicisoyaahk.
I talk a little as we (in.) eat.	Nicayamisin e-miicisoyahk.
I talk a little as you (pl.) eat.	Nicayamisin e-miicisoyek.
I talk a little as they eat.	Nicayamisin e-miicisocik.
As I talked I ate a little.	E-kii-ayamiyaan nimiicisosin.
I keep dozing as I read.	Ninaanipaasin e-ayamihcikeyaan.
You keep dozing as you read.	Kinaanipaasin e-ayamihcikeyan.
He keeps dozing as he reads.	Neanipaasiw e-ayamihciket.
We keep dozing as we read.	Ninaanipaasinaan e-ayamihcike- yaahk.
We (in.) keep dozing as we read.	Kinaanipaasinaanaw e-ayamihcike- yahk.
You (pl.) keep dozing as you read.	Kinaanipaasinaawaw e-ayamihcike- yek.
They keep dozing as they read.	Neanipaasiwak e-ayamihcikecik.
The box falls.	Mistikowat pahkihtin.
The boxes fall.	Mistikowata pahkihtinwa.
I have the box which fell.	Nitayaan mistikowat kaa kii- pahkihtihk.
I have the boxes which fell.	Nitayaan mistikowata kaa kii- pahkihtihki.
The child falls.	Awaasis pahkisin.
The children fall.	Awaasisak pahkisinwak.
I have the child who fell.	Nitayawaw awaasis kaa kii- pahkisihk.
I have the children who fell.	Nitayawawak awaasisak kaa kii- pahkisihkwaaw.

You (pl.) were singing when I arrived.	Kikii-nikamonaawaw e-takosiniyaan.
You (pl.) were singing when he arrived.	Kikii-nikamonaawaw e-takosihk.
You (pl.) were singing when we arrived.	Kikii-nikamonaawaw e-takosini- yaahk.
You (pl.) were singing when you (pl.) arrived.	Kikii-nikamonaawaw e-takosini- yek.
You (pl.) were singing when they arrived.	Kikii-nikamonaawaw e-takosihk- waaw.

II. RECITATION. 25 minutes.

III. ASSIGNMENT.

A. Assimilation.

B. Preparation.

Go over Lesson 24. Note the different ways that an inanimate subject is indicated. Practise using /-ni/ and other impersonal verbs in sentences with both sg. and pl. subjects where possible. Try out a number of verbs from previous lessons with your informant to see if you can use them with an inanimate subject. Be on the look-out for a good explanation as to the English equivalent of /-payi/.

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition.

B. Individual repetition.

He hunts	Maacew
We went hunting yesterday.	Otaakosihk nikii-nitawi-maac-aanaan.
He sees him.	Waapamew.
Did you see them?	Kikii-waapamawak ciy.
deer	apisimoosis
Did you (pl.) see any deer?	Kikii-waapamaawawak ciy apisimoosisak.
many	mihcet
Yes, we saw many.	Ehe, mihcet nikii-waapamaanaanak.
He shoots him.	Paaskiswew.
You (pl.) are shooting them.	Kipaaskiswawawak.
Did you shoot them?	Kikii-paaskiswawawak ciy.
Certainly, I shot two.	Taapwe, niiso nikii-paaskiswawak.
Where are they now?	Taaniwekaak ekwa.
He takes him there.	Itohtahew.
to my home	niikihk
I took them to my home.	Nikii-itohtahawak niikihk.
John says that he shot three deer. (note 1)	Caan itwew, "Nikii-paaskiswawak nisto apisimoosisak."
He believes him.	Taapwehtawew.
You believe him.	Kitaapwehtawaw.
Do you believe him?	Kitaapwehtawaw ciy.
Yes, he speaks the truth.	Ehe, taapwew.
I am going away soon.	Nika-sipwehtaan wiipac.
he, she also	wiista
Is your wife going too?	Kiwiikimaakan ciy, wiista wii-sipwehtew.

Note - There is no indirect narration in Cree.

Yes, but the children will
not go away.

Ehe, maaka awaasisak namawiya
wii-sipwehtewak.

B. Individual repetition. 20 minutes.

The student should now be assimilating a good bit of the material in class. Be sure to associate the meaning with the spoken words.

II. DRILL. 10 minutes.

Supply a suitable subordinate form for the word between slant lines.

Awaasisak nipaawak /pimisini/ e.g. Awaasisak nipaawak e-pimi-sihkwaaw.

Poositaan pimiyaakanihk /takopayi/

Taanisi kaa /itwe/ masinahikana.

Ni-kii-nohte-miicisonaan /takosini/

Taanti /pahkisini/ emihkwaanis.

Taanti /ke-tooho/ pimiyaakan.

Taanti kaa /kii-pahkisini/ ciistahaasepona.

III. RECITATION. 15 minutes.

We are now beginning to allow more time for individual recitation. Be sure that you do not try to make any of the conversations you prepare too complicated. They should sound like the Cree spoken by your informant. Prepare thoroughly, but do not write things down to read in class.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

Test your knowledge of the meaning in this section.
Try to assimilate as much as possible in class.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

In transitive verbs the person involved in the action is marked in much the same way as for intransitive verbs, but the direction of the action (i.e. which is subject and which is object is always indicated by the directional suffix.

The suffix /-a/ with the first and second persons sg. and /-e/ with the 3rd. person indicates that the action is directed towards a third (or fourth) person object. The subjects used with it are marked in the same way as the subjects for intransitive verbs except that when 3rd. person animate is the object, the suffix /-w/ is used for all three persons in the singular, and in the plural the directional suffix becomes /-aa/ for the first and second persons, and the first /-naa/ which accompanies /ki-/ is not used.

If the third person object is plural, the final suffix /-ak/ is used unless the subject is 3rd. person.

Summary 1: ni---a w
ki---a w
---e w

ni---aa n aan
ki---aa n aw
ki---aa w aw
---e w ak

Summary 2: (plural object)

ni---a w ak
 ki---a w ak
 ---e w
 ni---aa n aan ak
 ki---aa n aw ak
 ki---aa w aw ak
 ---e w ak

e.g.	<u>Niwaapamaw.</u>	I see him.
	<u>Kiwaapamaw.</u>	You see him.
	<u>Waapamew.</u>	He sees him/them.
	<u>Niwaapamaanaan.</u>	We see him.
	<u>Kiwaapamaanaw.</u>	We (in.) see him.
	<u>Kiwaapamaawaw.</u>	You (pl.) see him.
	<u>Waapamewak</u>	They see him/them.
	<u>Niwaapamawak.</u>	I see them.
	<u>Kiwaapamawak.</u>	You see them.
	<u>Waapamew.</u>	He sees him or them.
	<u>Niwaapamaanaanak.</u>	We see them.
	<u>Kiwaapamaanawak.</u>	We (in.) see them.
	<u>Kiwaapamaawawak.</u>	You (pl.) see them.
	<u>Waapamewak.</u>	They see him/them.

C. Preparation.

Using the basic sentences given in this lesson, prepare a short conversation which uses a few of the combinations of subject and object demonstrated there.

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition.

B. Individual repetition.

Is Elijah at home today?

Ilayica ciy apiw anohc.

No.

Namawiya.

He hit him.

Kii-pakamahwew.

He hit his wife last night.

Kii-pakamahwew owiikimaakana
tipiskohk.

I saw him.

Nikii-waapamaw.

He couldn't walk straight.

Namawiya kitakii kwayasko-
pimohtew.

He was drunk again.

Kihtwaam kii-kiiskwepew.

He is always drunk.

Kiiskwepeskiw.

He loves him.

Saakihew.

Does he love his wife?

Saakihew ciy owiikimaakana.

He says he loves her.

Itwew, "Nisaakihaw."

But he hits her.

Maaka pakamahwew.

He can't stop getting drunk.

Namawiya kitakii-pooni-kiiskwepew.

He helps him.

Wiicihew.

God.

Kisemanitow (note 1)

God can help him.

Kisemanitowa kitakii-wiicihik.

God loves him.

Kisemanitowa saakihih.

God loves him and his wife
too.

Kisemanitowa saakihihwak owiiki-
maakana asici.

They can believe on Him.

Kitakii-taapwehtawewak.

He saves him.

Pimaacihew.

Then He will save them.

Ekosi kita-pimaacihikwak.

He looks for him.

Natonawew.

I will look for him.

Nika-natonawaw.

He tells him.

Wihtamawew.

good news

miwaacimowin

I will tell him the good news. Nika-wihtamawaw miiwaacimowin.

The Bible says, God sees me. Kihci-masinahikan itwemakan,
"Kisemanitow niwaapamik."

II. DRILL. 10 minutes.

Use each of the following in the frame, 'I---him', 'you---him', etc. first in the present, then in the past and future tense.

waapam	e.g. Niwaapamaw	Nikii-waapamaw
	Kiwaapamaw	kikii-waapamaw
	Waapamew etc.	Kii-waapamew etc.

paaskisw
itohtah
taapwehtaw
ayaw
wiikipw

III. RECITATION. 15 minutes.

IV. REVIEW OF BASIC SENTENCES. 4 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. explanation.

Loss of initial vowel. Suffixes beginning with a short vowel lose that vowel following a stem-final vowel.

A stem-final 'w' following 'h' or 's' becomes 'o' replacing the directional suffix /-i/ or the initial 'i' of any suffix.

e.g. ni / pakamahw / ik becomes Nipakamahok. 'He hits me.'
Ki / paaskisw / ik becomes Kipaaskisok. 'He shoots me.'

When the third person is subject rather than object of a transitive verb, the only change involved in the inflection given in Lesson 26 is the replacing of the directional suffix by another directional suffix, and the omission of the suffix /-w/ in the singular. This suffix takes the form of /-ik/ when occurring finally and of /-iko/ when occurring before another suffix.

Preceding the suffix /-iko/, a stem-final 'aw' becomes 'aa'
e.g. ni / natonaw / iko becomes Ninatonaaak. 'He looks for me.'

When the third person subject is plural, the final suffix /-ak/ is used unless the object is third person.

Summary 1: ni---ik	Summary 2: ni---ikw	ak
ki---ik	ki---ikw	ak
---ik	---ik	
ni---iko n aan	ni---iko n aan	ak
ki---iko n aw	ki---iko n aw	ak
ki---iko w aw	ki---iko w aw	ak
---ikw ak	---ikw ak	

Note that 'o' becomes 'w' preceding a vowel.

e.g. 1: <u>Niwaapamik.</u>	He sees me.
<u>Kiwaapamik.</u>	He sees you.
<u>Waapamik.</u>	He sees him/they see him.
<u>Niwaapamikonaan.</u>	He sees us.
<u>Kiwaapamikonaw.</u>	He sees us (in.).
<u>Kiwaapamikowaw.</u>	He sees you (pl.).
<u>Waapamikwak.</u>	He sees them/they see them.
<u>Niwaapamikwak.</u>	They see me.
<u>Kiwaapamikwak.</u>	They see you.
<u>Waapamik.</u>	He sees him/they see him.
<u>Niwaapamikonaan.</u>	They see us.
<u>Kiwaapamikonaw.</u>	They see us. (in.)
<u>Kiwaapamikowaw.</u>	They see you. (pl.)
<u>Waapamikwak.</u>	He sees them/they see them.
e.g. 2: <u>Ninatonaak.</u>	He looks for me. (note 1)
<u>Kinatonaak.</u>	He looks for you.
<u>Natonaak.</u>	He looks for him/they look for him.
<u>Ninatonaakonaan.</u>	He looks for us.
<u>Kinatonaakonaw.</u>	He looks for us. (in.)
<u>Kinatonaakowaw.</u>	He looks for you. (pl.)
<u>Natonaakwak.</u>	He looks for them/they look for them.
e.g. 3a: <u>Nipakamahok.</u>	He hits me. (note 1)
<u>Kipakamahok.</u>	He hits you.
<u>Pakamahok.</u>	He hits him/they hit him.
<u>Nipakamahokonaan.</u>	He hits us.
<u>Kipakamahokonaw.</u>	He hits us. (in.)
<u>Kipakamahokowaw.</u>	He hits you. (pl.)
<u>Pakamahokwak.</u>	He hits them/they hit them.
e.g. 3b: <u>Nipaaskisok.</u>	He shoots me. (note 1)
<u>Kipaaskisok.</u>	He shoots you.
<u>Paaskisok.</u>	He shoots him/they shoot him.
<u>Nipaaskisokonaan.</u>	He shoots us.
<u>Kipaaskisokonaw.</u>	He shoots us. (in.)
<u>Kipaaskisokowaw.</u>	He shoots you. (pl.)
<u>Paaskisokwak.</u>	He shoots them/they shoot them.

Note 1 - Plural subject marked as in Example 1.

C. Preparation.

Using the following base words make up sentences in Cree to demonstrate the use of both 3rd. person subject and object forms. Make no more than ten sentences. Use some subordinate intransitive verbs with them.

itohtah e.g. Nititohtahaw ahkosiwikamikohk e-ahkosit.

wiicih

saakih

wiihtamaw

paaskisw

waapam

pakamahw

taapwehtaw

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition.

B. Individual repetition.

Jane is very sick.

Mistahi ahkosiw Cen.

She can't work now.

Namawiya ekwa kitakii-atoskew.

I will go and tell her about
Jesus.

Nika-nitawi-wihtamawaw Jesusa
ohci.

How are you?

Taanisi e-isi-ayaayan.

He dies.

Nipiw.

Perhaps I am going to die.

Maaskoc niwii-nipin.

God loves you.

Kisemanitow kisaakihik.

He dies for him.

Nipostamawew.

Jesus died for you.

Jesus kikii-nipostamaak.

Heaven

Kihci-kiisik

He wants to take you to heaven.

Kiwii-itohtahik kihci-kiisikohk.

He comes to him.

Pe-naatew.

Will you come to him?

Kiwii-pe-naataw ciy.

He receives him.

Otinew.

Will he receive me?

Nika-otiniw ciy.

He throws him.

Wepinew.

He throws him out.

Wayawi-wepinew.

He said, "I will not cast you
out."

Kii-itwew, "Namawiya kika-wayawi-
wepinitin.

Is it difficult?

Ayiman ciy.

No.

Namawiya.

What shall I do?

Kekway ke-tootamaan.

like this

oomisizi

Pray like this.

Ayamihaa oomisizi.

Jesus, I believe you.

Jesus, kitaapwehtaatin.

You said, "I will not cast
you out."

Kikii-itwaan, "Namawiya kika-
wayawi-wepinitin."

I am coming to you.

Kika-pe-naatitin.

sin

macihtiwini

And you will save me from sin.

Miina kika-pimacihini
macihtiwinihk ohci.

And take me to heaven.

Miina kika-itohtahini kihci-
kiisikohk.

Do you understand?

Kinisitooten ciy.

II. DRILL. 10 minutes.

Change the number of both the subject and object in the following sentences:

Kiwaapamaawawak.

e.g. Kiwaapamaw.

Nitaapwehtaakwak.

Pakamahwew.

Niwihtamaakonaan.

Nipimaacihaw.

Ittohtahik.

Kipaaskiswawak.

Kiwiicihaanawak.

Niwaapamikwak.

Pakamahokwak.

Kititohtahikowaw.

Nipimaacihanaanak.

Kipaaskiswaanaw.

III. RECITATION 15 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

Wherever both first and second persons are involved in the action, (whether subject or object) the regular intransitive endings with /ki-/ are used except that if a first person plural is involved, the /-aw/ is not used.

The relationship of subject and object is again shown by the directional suffixes. The suffix /-i/ indicates that the action is directed towards a first person object.

e.g. ki / waapam / n becomes Kiwaapamin. 'You see me.'

The suffix /-iti/ indicates that the subject is first person or the action is from a first person subject.

e.g. ki / waapam / iti / n becomes Kiwaapamitin. 'I see you.'

As with /-iko/ so preceding /-iti/, a stem-final 'aw' becomes 'aa'

e.g. ki / natonaw / iti / n becomes Kinatonaatin. 'I look for you.'

Stems ending in 't' change this final 't' to 's' before the directional suffix /-i/. This change occurs in a few other positions to be mentioned later.

e.g. ki / naat / i / n becomes kinaasin. 'You fetch me.'

Summary:	ki---i	n	you (sg.) upon me
	ki---i	naa n	you (sg. or pl.) upon us
	ki---i	naa w aw	you (pl.) upon me
	ki---iti	n	I upon you (sg.)
	ki---iti	naa n	we upon you (sg. or pl.)
	ki---iti	naa w aw	I upon you (pl.)
e.g. 1:	<u>Ki</u> waapamin.		You see me.
	<u>Ki</u> waapaminaan.		You (sg. or pl.) see us.
	<u>Ki</u> waapaminaawaw.		You (pl.) see me.
	<u>Ki</u> waapamitin.		I see you.
	<u>Ki</u> waapamitinaan.		We see you (sg. or pl.)
	<u>Ki</u> waapamitinaawaw.		I see you (pl.)
e.g. 2:	Kinatona <u>aw</u> in.		You look for me.
	Kinatona <u>aw</u> inaan.		You (sg. or pl.) look for us.
	Kinatona <u>aw</u> inaawaw.		You (pl.) look for me.
	Kinatona <u>aat</u> in.		I look for you.
	Kinatona <u>aat</u> inaan.		We look for you (sg. or pl.)
	Kinatona <u>aat</u> inaawaw.		I look for you (pl.)
e.g. 3:	Kipakamah <u>on</u> .		You hit me.
	Kipakamah <u>on</u> aan.		You (sg. or pl.) hit us.
	Kipakamah <u>on</u> aawaw.		You (pl.) hit me.
	Kipakamah <u>ot</u> in.		I hit you.
	Kipakamah <u>ot</u> inaan.		We hit you (sg. or pl.)
	Kipakamah <u>ot</u> inaawaw.		I hit you (pl.)
e.g. 4:	Kinaa <u>s</u> in.		You fetch me.
	Kinaa <u>s</u> inaan.		You (sg. or pl.) fetch us.
	Kinaa <u>s</u> inaawaw.		You (pl.) fetch me.
	Kinaa <u>t</u> itin.		I fetch you.
	Kinaa <u>t</u> itinaan.		We fetch you. (sg. or pl.)
	Kinaa <u>t</u> itinaawaw.		I fetch you (pl.)

C. Preparation.

Prepare a short conversation based on materials given in this lesson. Work in some of the vocabulary you have had in the past. Perhaps someone is sick. Express a desire to go to see him. Enquire if the sick person's head hurts, etc. Try to get across the gospel message.

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition. 5 minutes.

B. Individual repetition. 20 minutes.

He goes astray.

Wanisin.

we, us, our

kiiyaanaw

All we have gone astray.

Kahkiyaw kiiyaanaw kikii-wanisin-
inaanaw.

like

taapiskoc

sheep

mayatik

All we have gone astray like
sheep.

Kahkiyaw kiiyaanaw kikii-wanisin-
inaanaw taapiskoc mayatikwak.

But Christ died for us.

Maaka Christ kikii-nipostamaak-
onaw.

He came to seek for us.

Kikii-pe-natonaakonaw.

He wants to save us from our
sins.

Ki-nohte-pimaacihikonaw
kimacihtiwininawa ohci.

He forgives him.

Pooneyihtamawew.

He can forgive us all our sins.

Kikakii-pooneyihtamaakonaw
kahkiyaaw kimacihtiwininawa.

He will forgive your (pl.)
sins too.

Kiistawaw kika-pooneyihtamaak-
owaw kimacihtiwininawa.

He gives it to him.

Miyew.

sweet peace

peyahtakeyimowin

And he will give you sweet
peace.

Ekwa kika-miyik peyahtakeyim-
owin.

He says, "You can come to me."

Itwew, "Kika-kii-pe-naasin."

"I will forgive you your sins."

"Kika-pooneyihtamaatin
kimacihtiwinina.

Christ is coming again.

Christ kihtwaam kita-takosin.

Be ready!

Kwayaatisi.

I am ready.

Nikwayaatisin.

How about you?

Taanisi maaka kiiya.

Are you ready?

Kikwayaatisin ciy.

II. DRILL. 10 minutes.

Reverse the order of persons in the following, making the subjects objects, and the objects subject.

kiwepinik	e.g. kiwepinaw
waapamew	
kika-paaskiswawak	
ki-pe-naatitin	
kiwii-otinaanawak	
kitaapwehtawaw	
kipimaacihin	
kipakamahokwak	
kisaakihinaawaw	
niwayawe-wepinaanaan	
kiwiihtamawinaan	
niwaapamaw	
kipakamahwaawaw	
saakihikwak	

III. RECITATION. 15 minutes

IV. REVIEW OF BASIC SENTENCES. 5 minutes

V. ASSIGNMENT.

A. Assimilation

B. Explanation

It has been illustrated in the basic sentences that there is no definitely set order in which noun subjects and objects must occur (in relation to each other) in the sentence. The relationship of the object is, however made clear when there is also a third person subject by the addition of the suffix /-a/ (or wa following k or m) to animate noun objects. When this subject is used the pluralizer /-ak/ does not occur. This gives occasion for possible ambiguity.

e.g. Natonawew naapewa. He seeks for a man. (or men)

When the verb suffix /-iko/ occurs in the 3rd person, showing that the original subject is being acted upon, it is the doer of the action that then requires the suffix /-a/.

e.g. Kisemanitow natonawew naapewa. God seeks for a man or men.

. Naapewa natonack Kisemanitow. A man or men seek God.

The suffix /-a/ also occurs when an animate noun is direct object of a verb, and the indirect object is 3rd person.

e.g. Nikii-miyaw atimwa. I gave the dog to him.

It is possible that in some areas a suffix /-iyiw/ is still used on an inanimate noun if the indirect object is also 3rd person.

e.g. Nimiyaw wiyaasiyiw. I gave the meat to him.

C. Preparation

In Lesson 30 we give all the possible forms of independent subject-object combinations. Pick out the combinations and review what has been said about them in previous lessons. Be ready to supply any combination on request.

I. BASIC SENTENCES. 40 minutes.

A. Unison single repetition. 8 minutes.

I see a dog.	Niwaapamaw atim.
I shoot a dog.	Nipaaskiswaw atim.
I am hitting a dog.	Nipakamahwaw atim.
I fetch the dog.	Ninaataw atim.
I search for the dog.	Ninatonawaw atim.
I see the children.	Niwaapamawak awaasisak.
I shoot the children.	Nipaaskiswawak awaasisak,
I am hitting the children.	Nipakamahwawak awaasisak.
I fetch the children.	Ninaatawak awaasisak.
I search for the children.	Ninatonawawak awaasisak.
I see you.	Kiwaapamitin.
I shoot you.	Kipaskisotin.
I hit you.	Kipakamahotin.
I fetch you.	Kinaatitin.
I search for you.	Kinatonaatin.
I saw you (pl.).	Kikii-waapamitinaawaw.
I shot you (pl.).	Kikii-paaskisotinaawaw.
I hit you (pl.).	Kikii-pakamahotinaawaw.
I fetched you (pl.).	Kikii-naatitinaawaw.
I searched for you (pl.).	Kikii-natonaatinaawaw.
We see the dog.	Niwaapamaanaan atim.
We shoot the dog.	Nipaaskiswanaan atim.
We hit the dog.	Nipakamahwanaan atim.
We fetch the dog.	Ninaataanaan atim.
We search for the dog.	Ninatonawaanaan atim.
We see the children.	Niwaapamaanaanak awaasisak.
We are hitting the children.	Nipakamahwanaanak awaasisak.

We fetch the children.	Ninaataanaanak awaasisak.
We search for the children.	Ninatonawaanaanak awaasisak.
We see you. (sg. or pl.).	Kiwaapamitinaan.
We shoot you.	Kipaaskisotinaan.
We hit you.	Kipakamahotinaan.
We fetch you.	Kinaatitinaan.
We search for you.	Kinatonaatinaan.
We (in.) see the child.	Kiwaapamaanaw awaasis.
We (in.) shoot the child.	Kipaaskiswaanaw awaasis.
We (in.) hit the child.	Kipakamahwaanaw awaasis.
We (in.) fetch the child.	Kinaataanaw awaasis.
We (in.) search for the child.	Kinatonawaanaw awaasis.
We (in.) see the children.	Kiwaapamaanawak awaasisak.
We (in.) shoot the children.	Kipaaskiswaanawak awaasisak.
We (in.) hit the children.	Kipakamahwaanawak awaasisak.
We fetch the children.	Kinaataanawak awaasisak.
You see a girl.	Kiwaapamaw iskweesis.
You are hitting a girl.	Kipakamahwaw iskweesis.
You are fetching a girl.	Kinaataw iskweesis.
You search for a girl.	Kinatonawaw iskweesis.
You see men.	Kiwaapamawak naapewak.
You are shooting men.	Kipaaskiswawak naapewak.
You are fetching men.	Kinaatawak naapewak.
You are searching for men.	Kinatonawawak naapewak.
You (pl.) see the child.	Kiwaapamaawaw awaasis.
You (pl.) shoot the child.	Kipaaskiswawaw awaasis.
You (pl.) hit the child.	Kipakamahwawaw awaasis.
You (pl.) fetch the child.	Kinaataawaw awaasis.

You (pl.) search for the child.	Kinatonawaawaw awaasis.
You (pl.) see the women.	Kiwaapamaawawak iskwewak.
You (pl.) shoot the women.	Kipaaskiswaawawak iskwewak.
You (pl.) hit the women.	Kipakamahwaawawak iskwewak.
You (pl.) fetch the women.	Kinaataawawak iskwewak.
You (pl.) search for the women.	Kinatonawaawawak iskwewak.
You see me.	Kiwaapamin.
You are shooting me.	Kipaaskison.
You are hitting me.	Kipakamahon.
You are fetching me.	Kinaasin.
You are searching for me.	Kinatonawin.
You (sg. or pl.) see us.	Kiwaapaminaan.
You are shooting us.	Kipaaskisonaan.
You are hitting us.	Kipakamahonaan.
You are fetching us.	Kinaasinaan.
You are searching for us.	Kinatonawinaan.
You (pl.) see me.	Kiwaapaminaawaw.
You (pl.) are shooting me.	Kipaaskisonaawaw.
You (pl.) are hitting me.	Kipakamahonaawaw.
You (pl.) are fetching me.	Kinaasinaawaw.
You (pl.) are searching for me.	Kinatonawinaawaw.
The child sees me.	Awaasis niwaapamik.
The child hits me.	Awaasis nipakamahok.
The child searches for me.	Awaasis ninatonaak.
The child fetches me.	Ninaatik awaasis.
The child sees the man/men.	Awaasis waapamew naapewa.
The child hits the man/men.	Awaasis pakamahwew naapewa.
The child fetches the men.	Awaasis naatew naapewa.

The man/men see the child.	Waapamik naapewa awaasis.
The man/men hits the child.	Pakamahok naapewa awaasis.
The man/men fetch the child.	Naatik naapewa awaasis.
The man/men search for the child.	Natonaak naapewa awaasis.
The man/men see the children.	Waapamikwak naapewa awaasisak.
The man/men shoot the children,	Paaskisokwak naapewa awaasisak.
The man/men search for the children.	Natonaakwak naapewa awaasisak.
The children see the man/men.	Awaasisak waapamewak naapewa.
The children fetch the man/ men.	Awaasisak naatewak naapewa.
The children search for the men.	Awaasisak natonawewak naapewa.
The girls see me.	Niwaapamikwak iskweesisak.
The girls are hitting me.	Nipakamahokwak iskweesisak.
The girls are shooting me.	Nipaaskisokwak iskweesisak.
The girls are fetching me.	Ninaatikwak iskweesisak.
The girls search for me.	Ninatonaakwak iskweesisak.
They see us.	Niwaapamikonaanak.
They are shooting us.	Nipaaskisokonaanak.
They are fetching us.	Ninaatikonaanak.
They search for us.	Ninatonaakonaanak.
They see us (in.).	Kiwaapamikonawak.
They shoot us (in.).	Kipaaskisokonawak.
They fetch us (in.).	Kinaatikonawak.
They search for us (in.).	Kinatonaakonawak.
They see you.	Kiwaapamikwak.
They hit you.	Kipakamahokwak.
They search for you.	Kinatonaakwak.

They see you (pl.).	Kiwaapamikowawak.
They hit you (pl.).	Kipakamahokowawak.
They search for you (pl.).	Kinatonaakowawak.
He sees you.	Kiwaapamik.
He shoots you.	Kipaaskisok.
He searches for you.	Kinatoonaak.

B. Individual repetition 32 minutes.

The leader will call on a different student at each change of subject.

II. RECITATION 10 minutes.

III. ASSIGNMENT.

A. Assimilation

B. Preparation

Turn back to some previous lesson and prepare a short conversation putting all objects into the plural. Be sure to note the occurrence of the noun suffix /-a/.

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition. 5 minutes.

B. Individual repetition. 20 minutes.

Make it. Oshtaa.

God made the world. Kisemanitow kii-osintaaw askiy.

He makes him. Osihew.

person ayisiyiniw

He made the people too. Miina kii-osihew ayisiyiniwa.

He made the sun and moon. Kii-osihe^w k'isikaawi-piisimwa
miina tipiskaawi-piisimwa. (note)

star acahkos

He made the stars also. Miina kii-osihew acahkosa.

flower	waapikwaniy
--------	-------------

He made the flowers. Kii-osihtaaw waapikwaniya.

He loves it. Saakihtaaw.

God loves the world. Kisemanitow saakihtaaw askiy.

.we too . . . kiistaanaw

And He loves us too. Miina kiistaanaw kisaakihikonaw.

when ispi

When we went astray, He died
for us. Ispi. kaa-wanisiniyahk, kikii-
nipostamaakonaw.

He wants to save us. Kinoh-te-pimaacihikonaw.

Will you believe on him now? Ekwa kiwii-taapwehtawaw ciy.

my friend nitootem

He laughs at him. Paapihew.

My friends will laugh at me. Nitootemwak nika-paapihi kwak.

But Jesus will save you. Maaka Jesus kika-pimaacihik.

He will forgive you all your sins. Kika-pooneyihtamaak kahkiyanw. kimacihitiwina.

And you will have peace in your heart. Miina peyahtakeyimowin kika- ayaan kitehihk.

(Note: Thus 'sun' and 'moon' are distinguished.)

He cleanses me.

Nipehkihihik.

It cleanses me.

Nipehkihihikon.

II. DRILL. 10 minutes.

Reverse the persons of the subject and objects in the following:

Itohtahik e.g. Itohtahew or Itohtahewak.

Kitaapwehtawaanaw.

Niwayawi-wepinaanaanak.

Kipooneyihtamaakowaw.

Kipaaskison.

Pakamahwewak.

Niwaapamikonaan.

Kipakamahotin.

Kinatoonawaanawak.

Kimiyitinaan.

Kitaapwehtawinaan.

III. RECITATION 15 minutes.

IV. REVIEW OF BASIC SENTENCES 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

To designate an inanimate object all transitive verbs ending in 'h' and a number of others simply employ the regular intransitive endings preceded by the directional suffix /-taa/.

e.g. ni / osih / taa / n becomes Noosihtaan. 'I make it'.

The directional suffix to indicate that the inanimate 3rd. person is the subject rather than the object is /-iko/. This, of course, would rarely be a reasonable construction since inanimate things are not considered capable of much action. The only difference in the endings used with /-iko/ rather than /-taa/ is that the pluralizer for third person is /-aaw/ rather than /-ak/.

e.g. ni / pehkih / iko / n becomes Nipehkihihikon. 'It cleanses me.'

Summary I.	ni---taa n	I upon it/them
	ki---taa n	you upon it/them
	taa w	he upon it/them
	ni---taa n aan	we upon it/them
	ki---taa n aan aw	We (in.) upon it/them
	ki---taa n aaw aw	you (pl.) upon it/them
	taa w ak	they upon it/them

Note the object pluralizer is not used in these forms.

Summary II.	ni---iko n	it upon me
	ki---iko n	it upon you
	---iko w	it upon him
	ni---iko n aan	it upon us

ki---iko n aan aw	it upon us (in.)
ki---iko n aaw aw	it upon you (pl.)
---iko w aaw	it upon them

e.g. I. Noosihtaan.	I make it/them.
Koosihtaan.	You make it/them.
Osihtaaw.	He makes it/them.
Noosihtaanaan.	We make it/them.
Koosihtaanaanaw.	We (in.) make it/them.
Koosihtaanaawaw.	You (pl.) make it/them.
Osihtaawak.	They make it/them.

e.g. II. Nipehkihikon.	It cleanses me.
Kipehkihikon.	It cleanses you.
Pehkihikow.	It cleanses him.
Kipehkihikonaan.	It cleanses us.
Kipehkihikonaanaw.	It cleanses us. (in.)
Kipehkihikonaawaw.	It cleanses you (pl.)
Pehkihikowaaw.	It cleanses them.

C. Preparation.

Be prepared to give the English for any Cree and vice versa in this lesson.

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition. 5 minutes.

B. Individual repetition. 20 minutes.

Go visit.	Kiyooke.
Let's go visiting.	Maahti kiyooketaan.
Where shall we go?	Taanti ke kiyookeyahk.
Let's go to Cook's home.	Itohtetaan Cook wiikihk.
Knock	Papawahike.
door	iskwaatem
Knock at the door.	Papawihike iskwaatemihk.
Come in, you're welcome.	Tawaw.
Sit down.	Apik.
My son is sick.	Nikosis ahkosiw.
Where does it hurt?	Taanta kaa ahkosit.
his mouth	otoon
His mouth hurts.	Wiisakeyihtam otoon.
Let's see.	Maahti.
Open your mouth.	Tawat1.
He sees it.	Waapahtam.
I can see it.	Nikakii-waapahten.
He is feverish.	Kisisow.
How long has he been sick?	Taanispi ohci kaa ahkosit.
about (doubtful)	itoke
About six days.	Nikotowaasik kiisikaaw itoke.
He wants it.	Nataweyihtam.
medicine	maskihkiy
Do you want medicine?	Kinataweyihten ciy maskihkiy.
Certainly.	Taapwe pikwaane.
He hates it.	Pakwaatam.

He doesn't like medicine.

Pakwaatam maskihkiy.

Is he better now?

Siyakes naa ekwa.

II. DRILL 10 minutes.

Use each of the following verb roots in frames with inanimate objects. Use all 7 verb forms, with the different tenses.

Itohtah

e.g. Nititohtahtaan maskihkiy

Kikii-itohtahtaan maskihkiy, etc.

osih

saakih

pimaacin

paapih

III. RECITATION. 15 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

A large number of verbs employ a different directional suffix to indicate an inanimate object. This suffix has the form of /-e/ in the first and second persons and of /-am/ in the third person. The same personal endings are used with /-taa/ except that there is no /-w/ for third person.

Preceding this directional suffix, /-e/am/ there is often a change in the stem of the verb itself.

Stems ending in 'm' have this final 'm' replaced by the inanimate indicator /-ht/.

e.g. Niwaapamaw. I see him.

Niwaapahten. I see it.

Similarly stem-final /-pw/ is replaced by /-st/.

e.g. Niwiikipwaw. I like (the taste of) him.

Niwiikisten. I like (the taste of) it.

Summary: ni---e n

ki---e n

---am

ni---e naa n

ki---e naa n aw

ki---e naa w aw

---am w ak

e.g.

Nipakwaaten.

I hate it/them.

Kipakwaaten.

You hate it/them.

Pakwaatam.

He hates it/them.

Nipakwaatenaan.

We hate it/them.

Kipakwaatenaanaw.

We (in.) hate it/them.

Kipakwaatenaawaw.

You (pl.) hate it/them.

Pakwaatamwak

They hate it/them.

e.g. Niwaapaht <u>en</u> .	I see it/they.
Kiwaapaht <u>en</u> .	You see it/they.
Waap <u>ht</u> am.	He sees it/they.
Kiwaapaht <u>en</u> aan.	We see it/they.
Kiwaapaht <u>en</u> aanaw.	We (in.) see it/they.
Kiwaapaht <u>en</u> aawaw.	You (pl.) see it/they.
Waapaht <u>am</u> wak.	They see it/they.
e.g. Niwiikist <u>en</u> .	I like (the taste of) it/they.
Kiwiikist <u>en</u> .	You like (the taste of) it/they.
Wiikist <u>am</u> .	He likes (the taste of) it/they.
Kiwiikist <u>en</u> aan.	We like (the taste of) it/they.
Kiwiikist <u>en</u> aanaw.	We (in.) like (the taste of) it/
	they.
Kiwiikist <u>en</u> aawaw.	You (pl.) like (the taste of) it/
	they.
Wiikist <u>am</u> wak.	They like (the taste of) it/they.

C. Preparation.

Demonstrate with a few expressions of your own construction the use of the /-e/am/ forms given in this lesson. Do not try to make your expressions too complicated. Be sure you know your basic sentences thoroughly.

I. BASIC SENTENCES.. 25 minutes.

A. Unison double repetition. 5 minutes.

B. Individual repetition. 20 minutes.

He loses it.	Wanihtaaw.
I lost my book.	Nikii-wanihtaan nimasinahikan.
He looks for it.	Natonam.
I am looking for it.	Ninatonen.
Shall we help you?	Kiwiicihitinaan ciy.
He finds it.	Miskam.
Did you find it?	Kikii-misken ciy?
Yes, Jim found it.	Ehe, Jim kii-miskam.
He won't give it to me.	Namawiya niwii-miyik.
It is almost noon.	Kekaac aapihtaa-kiisikaaw.
Eat it.	Miici.
What are we going to eat?	Kekway ke-miiciyahk.
We will eat meat.	Kika-miicinaanaw wiyaas.
He eats him.	Mowew.
We will eat bread too.	Miina kika-mowaanaw pahkwesikan.
He hears him.	Pehtawew.
someone	awiyak
I hear someone.	Awiyak nipehtawaw.
It is Mary.	Meriy ana.
She says Jack is going away soon.	Itwew, "Caak wiipac kita-sipwehtew."
He writes to him.	Masinahamawew.
We will write to him.	Nika-masinahamawaanaan.
Perhaps he will write to us (in.) too.	Miina maaskooc kika-pe-masinahamaakonaw.
He gives him/it.	Mekiw.
God gave His only Son.	Kisemanitow kii-mekiw opeyako-kosisaana.

II. DRILL. 10 minutes.

Respond to the following in Cree, making your answers a full statement. As much as possible, try to use your transitive forms with animate or inanimate objects. Try to use different persons in your answers. Rather than using a first person sg. subject persistently, switch to the plural, or 2nd or 3rd sg. or pl. where possible.

Kikii-waapamaw ciy atim. e.g. Ehe, nikii-waapamaanaan atim
e-kii-pimohteyaahk tipiskohk.
Kinatonawaw ciy naapew kaa wanisihk.
Taanti kaa toohomakahk pimiyaakan.
Kikii-waapamaw ciy.
Kikii-miyikowaw ciy kinosewa.
John ciy kii-paaskiswew apisimoosisa.
Kiwii-itohtahinaan ciy ahkosiwikamikohk.

III. RECITATION. 15 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

Cree verbs do not always fall into the same categories of transitive and intransitive animate and inanimate as those in which speakers of European languages would be inclined to place them. Some verbs which we think of as intransitive are actually transitive inanimate in the Cree verb system.

e.g. Ninisitooten. I understand (it).
Nisitootam. He understands (it).

On the other hand, a few verbs which we classify as transitive inanimate are simply intransitive verbs in Cree with an inherent inanimate object understood.

e.g. Nitayaan. I have (it).
Nimiicin. (note) I eat (it).

To make these verbs (and even some others that take inanimate transitive endings) transitive, so that they can take an animate object, there is a suffix /-aw/ (or /-w/ following 's' or 'h') which must occur before the animate directional suffixes and personal endings.

Before the suffix /-aw/ the intransitive verb stem /ayaa/ becomes /ay/

e.g. ay /aw/ + e /w/ becomes Ayawew. He has him.

Note the shortened and peculiar vowel change in the following verb:

m /ow/ + e /w/ becomes Mowew. He eats him.

(NOTE: The fact that the root miiciso has been given as the intransitive verb 'to eat' will be understood when the reflexive suffix /-iso/ is introduced.)

There are a few other verbs of the type that would classify as intransitive verbs with inherent objects, whose roots undergo a change when they are made transitive so that they can take an indirect animate object.

e.g. Itwew. He says (it) but
it / e / w becomes Itew. He says (it) to him.

Mekiw. He gives (it or him). but
miy / e / w becomes Miyew. He gives (it or him) to him.

The four verbs listed below are typical of the verbs that do occur with transitive inanimate endings but must still employ the animating suffix before adding the animate endings.

Taapwehtam. He believes it.
taapweht / aw / e / w becomes Taapwehtawew. He believes him.

Pakamaham. He hits it.
pakamah / w / e / w becomes Pakamahwew. He hits him.

Paaskisam. He shoots it.
paaskis / w / e / w becomes Paaskiswew. He shoots him.

Natonam. He looks for it.
naton / aw / e / w becomes Natonawew. He looks for him.

This same /-aw/ suffix plus animate endings may occur following the inanimate directional suffix /-am/ if both objects are expressed.

e.g. masinah / am / aw / e / w becomes Masinahamawew.
He writes (it) to him.
ni / masinah / am / aw / aw becomes Nimasinahamawaw.
I write (it) to him.

C. Preparation.

Prepare a short conversation with another member of the class using as many inanimate objects as you can. Use both the /-e/-am/ forms and the /-taa/ forms. Base the conversation on the situation suggested in this lesson. Do not make the conversation too long.

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition.

B. Individual repetition.

Believe him.

Taapwehtaw.

(you pl.) Believe him.

Taapwehtaahk.

Believe on Jesus Christ.

Taapwehtaahk Jesus Christ.

Call him.

Tepwas.

He calls him.

Tepwaatew.

He calls to you (pl.).

Kitepwaatikowaw.

He says to him.

Itew.

He says to you, "Come unto me." Kitik, "Pe-naasin niiya."

rest

aywepiwin

And I will give you rest.

Miina kika-miyitin aywepiwin.

Reject him.

Aanwehtaw.

Don't reject him.

Ekaawiya aanwehtaw.

Where are the sheep that went
astray?

Taaniwekaak mayatikwak kaa kii
wanisikhwaaw.

Let's look for them.

Maahti natonawaataanik.

Come, let's look for them.

Aastam, nitawi-natonawaataanik.

Let's tell them, "Jesus loves
you."

Wiihtamawaataanik, "Jesus ki-
saakihikowaw."

Go on.

Niyaa.

Go, now, it's getting dark.

Niyaa ekwa ati-tipiskaaw.

Find him.

Miskaw.

(you pl.) Find them.

Miskaahkok (Note)

They are lost in sin.

Wanisinwak macihtiwinihk.

way

meskanaaw

They cannot find the right
way.

Namawiya kitakii-miskamwak
kwayasko-meskanaaw.

truth

taapwewin

(NOTE: or perhaps more commonly 'Miskaahkwaaw'.)

life

pimaatisiwin

Jesus said, "I am the way the truth and the life."

Jesus kii-itwew, "Niiya meskan-aaw, taapwewin miina pimaatisiwin.

II. DRILL. 10 minutes.

A. Change the following verbs with animate pronoun objects to their corresponding inanimate forms and the inanimate to the corresponding animate.

Nitayawaanaan.

e.g. Nitayaanaan.

Kimowaawaw.

Miskamwak.

Nititohtahtaan.

Nitaapwehtenaan.

B. Go through the following verbs in all persons making a frame with first an inanimate object, then an animate one.

itohtah

e.g. Nititohtahtaan maskihkiy.

Kititohtahtaan maskihkiy. etc.

Nititohtahaw naapew.

Kititohtahaw naapew, etc.

waapam

paaskis

taapweht

wepin

III. RECITATION. 15 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation

Transitive Imperatives with animate objects are expressed thus:

1. With first person object.

a. The regular suffix /-in/ indicates a first person object. e.g. waapam / in becomes Waapamin. See me.

b. The regular suffix /-k/, used with imperatives, indicates 2nd person plural subject. (before this suffix 'n' is dropped.)

e.g. waapam / in /k becomes Waapamik. (you pl.) See me.

c. The regular pluralizing suffix /-aan/ indicates that the object is 1st person plural.

e.g. waapam / in / aan becomes Waapaminaan. (you sg.)
See us.

Note that stem-final 't' becomes 's' before /-in/.

e.g. Naasin.

Fetch me.

Naasik

(you pl.) Fetch me.

Naasinaan.

Fetch us.

2. With third person object.

a. No suffix is used to show that the object is 3rd person if the subject is 2nd person sg.

e.g. Waapam. See him.

Verbs that take the animate suffix /-w/ following 'h' or 's' lose that suffix in this one form.

e.g. Pakamah. Hit him.
Paaskis. Shoot him.

But verbs with the full form of the suffix /-aw/ retain it even here. e.g. Natonaw. Look for him.

b. If the subject is 2nd person pl. the regular suffix /-k/ is used, but preceding it the third person object is marked by /-ih/. e.g. waapam / ih / k becomes Waapamihk. (you pl.) See him.

The full form of this suffix /-aw/ becomes /-aa/ before this combination.

e.g. natonaw / ih / k becomes Natonaahk. (you pl.) Look for him.

c. If the subject is 1st person pl. the third person object is marked by /-aa/ followed by the regular /-taan/.

e.g. waapam / aa / taan becomes Waapamaataan. Let's see him.

d. The pluralizing suffix /-ik/ (or /-ok/ following 'k') indicates that the object is 3rd. person plural.

e.g. waapam / ik becomes Waapamik. See them.
waapam / ih / k / ok becomes Waapamihkok. (you pl.) See them.

waapam / aa / taan / ik becomes Waapamaataanik. Let's see them.

Note that stem-final 't' becomes 's' in 2nd person sg. subject forms. e.g. Tepwaas. Call him.

Tepwaasik. Call them.

Summary I. First Person Object

---in	(you sg.) upon me
---ik	(you pl.) upon me
---in aan	(you sg. or pl.) upon us

Summary II. Third Person Singular Object

---#	(you sg.) upon him
---ih k	(you pl.) upon him
---aa taan	let us --- him

Summary III. Third Person Plural Object

---ik	(you sg.) upon them
---ih k ok/waaw	(You pl.) upon them
---aa taan ik	let us --- them

e.g. 1. Waapamin See me.
Waapamik (you pl.) See me.

	Waapaminaan	(you sg. or pl.) See us.
	Waapam.	See him.
	Waapamihk.	(you pl.) See him.
	Waapamaataan.	Let's see him.
	Waapamik.	See them.
	Waapamihkok.	(you pl.) See them.
	Waapamaataanik.	Let's see them.
e.g. 2.	Paaskison.	Shoot me.
	Paaskisok.	(you pl.) Shoot me.
	Paaskisonaan.	(you sg. or pl.) Shoot us.
	Paaskis.	Shoot him.
	Paaskisohk.	(you pl.) Shoot him.
	Paaskiswaaataan.	Let's shoot him.
	Paaskisok.	Shoot them.
	Paaskisohkok.	(you pl.) Shoot them.
	Paaskiswaaataanik.	Let's shoot them.
e.g. 3.	Natonawin.	Look for me.
	Natonawik.	(you pl.) Look for me.
	Natonawinaan.	(you sg. or pl.) Look for us.
	Natonaw.	Look for him.
	Natonaahk.	(you pl.) Look for him.
	Natonawaataan.	Let's look for him.
	Natonawik.	Look for them.
	Natonaahkok.	(you pl.) Look for them.
	Natonawaataanik.	Let us look for them.
e.g. 4.	Pe-naasin.	Come to me.
	Pe-naasik.	(you pl.) Come to me.
	Pe-naasinaan.	(you sg. or pl.) Come to us.
	Pe-naas.	Come to him.
	Pe-naatihk.	(you pl.) Come to him.
	Pe-naataataan.	Let us come to him.
	Pe-naasik.	Come to them.
	Pe-naatihkok.	(you pl.) Come to them.
	Pe-naataataanik.	Let us come to them.

C. Preparation.

Review the lessons of this group to see if you have assimilated the material. Check yourself on each lesson to see if you can, without hesitation, give the Cree for the English.

I. BASIC SENTENCES. 35 minutes.

A. Unison single repetition. 10 minutes.

See it.	Waapahta.
house	waaskahikan
See the house.	Waapahta waaskahikan.
See the stove.	Waapahta kotawaanaapisk.
chair	tehtapiwin.
See the chair.	Waapahta tehtapiwin.
lake	saakahikan
See the lake.	Waapahta saakahikan.
store	ataawikamik
See the store.	Waapahta ataawikamik.
See the spoon.	Waapam emihkwaanish.
See the man.	Waapam naapew.
See the bear.	Waapam maskwa.
See the bread.	Waapam pahkwesikan.
stone	asiniy
See the stones.	Waapamik asiniyik.
See the men.	Waapamik naapewak.
See the bears.	Waapamik maskwak.
See the spoons.	Waapamik emihkwaanishak.
(you pl.) See the stone.	Waapamihk asiniy.
(you pl.) See the man.	Waapamihk naapew.
(you pl.) See the bear.	Waapamihk maskwa.
(you pl.) See the spoon.	Waapamihk emihkwaanish.
(you pl.) See the stones.	Waapamihkwaaw asiniyak.
(you pl.) See the men.	Waapamihkwaaw naapewak.
(you pl.) See the bears.	Waapamihkwaaw maskwak.

(you pl.) See the spoons.

Waapamihkwaaw emihkwaanisak.

Make it.

Osihtaa.

Let's make it.

Osihtaataan.

Let's make a house.

Osihtaataan waaskahikan.

Let's make a road.

Osihtaataan meskanaw.

Let's make a chair.

Osihtaataan tehtapiwin.

Let's make a spoon.

Osihtaataan emihkwaanis.

mitten

astis

Let's make a mitten.

Osihaataan astis.

Let's make mittens.

Osihaataanik astisak.

Let's make spoons.

Osihaataanik emihkwaanisak.

Give me the chair.

Miyin tehtapiwin.

Give me the house.

Miyin waaskahikan.

Give me the dog.

Miyin atim.

Give me the spoon.

Miyin emihkwaanis.

(you pl.) Give me the chair.

Miyik tehtapiwin.

(you pl.) Give me the house.

Miyik waaskahikan.

(you pl.) Give me the dog.

Miyik atim.

(you pl.) Give me the spoon.

Miyik emihkwaanis.

Give us the chair.

Miyinaan tehtapiwin.

Give us the house.

Miyinaan waaskahikan.

Give us the dog.

Miyinaan atim.

Give us the spoon.

Miyinaan emihkwaanis.

Find it.

Miska.

Find the house.

Miska waaskahikan.

Find the chair.

Miska tehtapiwin.

Find the road.

Miska meskanaw.

Find the spoon.

Miskaw emihkwaanis.

Find the man.

Miskaw naapew.

Find the bear.	Miskaw maskwa.
Find the spoons.	Miskawik emihkwaanisak.
Find the men.	Miskawik naapewak.
Find the bears.	Miskawik maskwak.
Let us find the spoons.	Miskawaataanik emihkwaanisak.
Let us find the men.	Miskawaataanik naapewak.
Let us find the bears.	Miskawaataanik maskwak.
Call the dog.	Tepwaas atim.
Call the child.	Tepwaas awaasis.
Call the man.	Tepwaas naapew.
Call the dogs.	Tepwaasik atimwak.
Call the children.	Tepwaasik awaasisak.
Call the men.	Tepwaasik naapewak.
(you pl.) Call the dog.	Tepwaatihk atim.
(you pl.) Call the child.	Tepwaatihk awaasis.
(you pl.) Call the man.	Tepwaatihk naapew.
(you pl.) Call the dogs.	Tepwaatihkwaaw atimwak.
(you pl.) Call the children.	Tepwaatihkwaaw awaasisak.
(you pl.) Call the men.	Tepwaatihkwaaw naapewak.
Let us call the dog.	Tepwaataataan atim.
Let us call the child.	Tepwaataataan awaasis.
Let us call the man.	Tepwaataataan naapew.
Let us call the dogs.	Tepwaataataanik atimwak.
Let us call the children.	Tepwaataataanik awaasisak.
Let us call the men.	Tepwaataataanik naapewak.

B. Individual repetition. 25 minutes.

It will not be possible for everyone to go through all of the sentences in the time available. The section leader should go through the new items and a representative sampling of the remaining material with each student.

II. RECITATION. 15 minutes.

III. ASSIGNMENT.

A. Assimilation.

B. Explanation.

Transitive Imperative - Inanimate Object

To give a command with an inanimate object, the directional suffix /-taa/ precedes the regular imperative endings, /-a/, /-k/ and /-taan/, for those verbs which normally take /-taa/ for the inanimate forms.

e.g. Osih taa.

Make it.

Osih taa k.

(you pl.) Make it.

Osih taa taan.

Let us make it.

Those verbs that take the inanimate directional suffix /-e/-am/ have an inanimate object indicated in the imperative by /-a/ if the subject is 2nd. person sg. or 1st person pl. and /-am/ if the subject is 2nd person pl. (in which event the regular /-k/ pluralizer becomes /-ok/.)

e.g. Naton a.

Look for it.

Naton am ok.

(you pl.) Look for it.

Naton a taan.

Let's look for it. (Note)

(NOTE: In some areas 'Natonetaak')

C. Preparation.

Prepare a series of commands to give to your fellow class members using both animate and inanimate forms. Be prepared to execute the commands which are given to you.

- I. BASIC SENTENCES. 25 minutes.
A. Unison double repetition.
B. Individual Repetition.

Where are you going?	Taanti e-itohteyan.
He fishes. (with ntes)	Pakitahwaaw.
I'm going fishing.	Ninitawi-pakitahwaan.
He accompanies him.	Wiicewew.
May I go with you?	Kikakii-wiicewitin ciy.
net	ayapiy
Do you have a net?	Kitayawaw ciy ayapiy.
beside	asicaayihk
Yes, it's beside our home.	Ehe, asicaayihk niikinaahk ayaaw.
Are you fishing in the lake?	Kipakitahwaan ciy saakahikanihk.
He travels. (using an engine.)	Itakocin.
Are you going toward the store?	Kititakocinin ciy ataawikamikohk.
fish plant	kinosewikamik
near	ciikiy
No, we are fishing near the fish-plant.	Namawiya, maaka nipakitahw- aanaan ciikiy kinosewikamikohk.
as far as	iskow
I want to ride as far as the fish-plant.	Niwii-itakocinin iskow kinosewi- kamikohk.
He snares him.	Taapaakwamowew.
How many fish are in your nets?	Taantahto kinosewak kootahwaa- tawak kitayapiyihk.
We caught twenty fish.	Nikii-otahwaataanaanak niisit- anaw kinosewak.
He takes him home (by water).	Kiiwehoyew.
Let's take them home now.	Kiiwehoyaataanik ekwa.

Do you like fish? Kiwiikipwawak ciy kinosewak.
 Yes, we eat many fish. Ehe, nimowaanaanak mihcet kinosewak.

Do you like bannock with your fish? Kiwiikipwaw ciy pahkwesikan kikinosem asici.

under siipaa

paddle apoy

The paddle is under the canoe. Apoy siipaa oosihk apiw.

II. DRILL. 10 minutes.

Match the following verbs with objects to make sentences.

naata	iskwewak
miskaahk	ayisiyiniwak
osihihkwaaw	apisimoosisak
natonamok	atim
tepwaasik	masinahikana
waapam	astisak
wihtamaahkwaaw	naapew
pakamahwaataanik	tehtapiwin

III. RECITATION. 15 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

Cree nouns are inflected for case as well as for possession. The locative case is formed by the addition of the suffix /-ihk/ (or /-ohk/ following 'k') to the stem. Its meaning has been illustrated in the basic sentences.

e.g. saakahikan / ihk becomes saakahikanihk 'in the lake'

ataawikamik / ohk becomes ataawikamikohk 'in/to the store'

The pluralizing suffixes /-ak/ and /-a/ do not occur with this suffix. e.g. waaskahikanihk 'in the house/houses'

There are certain particles in Cree which are usually followed by a noun in the locative case. A few are as follows:

siipaa - under

ciikiy - near

asicaayihk - beside

iskow - as far as

e.g. ciikiy kotawaanaapiskohk - 'near the stove'

siipaa tehtapiwinihk - 'under the chair'

There are also a few particles which are placed after a noun in the locative case. Some of them are:

isi - to, towards

ohci - from, out of

e.g. kii-pe-itohtew waaskahikanihk ohci. 'He came from the house.'

This suffix is of second order, being preceded by noun possessors. The plural possessive suffixes lose their final consonant when followed by /-ihk/.

e.g. nitastisinaan (ak) / ihk becomes nitastisinaahk - 'in
our mitten/mittens'
kitastisinaw (ak) / ihk becomes kitastisinahk - 'in
our (in.) mitten/mittens'
kitastisiwaaw (ak) / ihk becomes kitastisiwaahk - 'in
your (pl.) mitten/mittens'
otastisiwaawa / ihk becomes otastisiwaahk - 'in
their mitten/mittens'

C. Preparation.

Covering the Cree, be able to give the translation of any of the sentences in this lesson rapidly. Be prepared also to answer questions based on the material in this lesson.

- I. BASIC SENTENCES. 25 minutes.
A. Unison double repetition.
B. Individual repetition.

When are you going away?	Taanispi ke-sipwehteyan.
We will go away tomorrow.	Waapahki nika-sipwehtaanaan.
toboggan	napaakitaapaanaask
Do you have a toboggan?	Kitayawaw ciy napaakitaapaan-aask.
Yes, it is over there.	Ehe, nete apiw.
I have six dogs, too.	Miina nitayawawak nikotowaasik atimwak.
Where are your pups?	Taaniwekaak kicemisisak.
My mother has them.	Nikaawiya ayaawikwak.
He is big.	Misikitiw.
He pulls him.	Ocipitew.
My big dogs will pull my toboggan.	Nitemwak kaa misikiticik kita- ocipitewak ninapaakitaapaanaaskwa.
He rides on the toboggan.	Otaapaasow.
My children will ride on the toboggan.	Nicawaasimisaak kita-otaapaa- sowak.
little box	miscikowacis
We will take food in our little box.	Miiciwin nika-itohtahtaanaan nimiscikowacisinaahk.
We are going trapping.	Niwii-nitawi-wanihikaanaan.
We will hunt big game too.	Nika-maacaanaan miina.
moose	mooswa
Perhaps we will shoot a moose.	Maaskoc nika-paaskiswanaan mooswa.
Then we will have a hide.	Ekwa nika-ayaanaan paakekin.
We will have little hides too.	Miina nika-ayaanaan paakekinosa.
Come, children, let us go away.	Aastamitik awaasisak, sipweht- etaan.

II. DRILL 10 minutes.

Complete the following sentences, translating the underlined words.

Nitayaanaan askipwaawa in our kettles. e.g. Nitayaanaan askipwaawa nitaskihkinaahk.

Noosihtaan paaekin for the children.

Kii-pimohtewak naapewak as far as my home.

Kika-itakocininaanaw towards the island.

Kiwii-masinahikaanaawaw ciy with a pencil.

Nikii-waapanawak apoyak under the house.

Kita-ayawewak miikisa on their moccasins.

Natonaw ayapiy near the canoe.

Beside the lake maskwak niipawiwak.

III. RECITATION. 15 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

1. Another suffix which occurs with nouns is the diminutive suffix /-sis/ (or /-is/ following a consonant) which tends to become /-os/ when the vowel preceding the final consonant is 'i'.)

e.g. paaekin - 'hide'

paaekinos - 'little hide'

Sometimes both /-is/ and /-os/ occur together, in which case /-os/ takes first place.

e.g. atim - 'dog'

acimosis - 'little dog' or 'little pup'

The letter 't' changes to 'c' throughout the word when this suffix is used.

e.g. mistikowat / is becomes miscikowaacis - 'little box'

Occasionally, when used with possessives, this suffix takes 2nd order, the possessive indicator /-im/ taking first.

e.g. Hicawaasim is - 'my child'

Final 'y' is dropped and the preceding vowel, if short, is lengthened before this suffix. The initial vowel of the suffix is then lost.

e.g. kekway / is becomes kekwaas - 'a little thing'

2. There is a suffix /-itik/ which may be used when a noun of address is plural in number.

e.g. Nitootemitik, ekaawiya kiiskwepetaan. - 'My friends, let us not get drunk.'

In every-day speech, however, the tendency is simply to use the regular noun pluralizer when a plural vocative is required with an imperative verb.

e.g. Awaasisak pe-itohtek. - 'Children, come.'

However, the vocative suffix /-itik/ consistently occurs

as the plural for two imperative interjections:

Aastam awaasis. - 'Come, child.'

Aastamitik, awaasisak. - 'Come, children.'

Awasi, atim. - 'Go away, dog.'

Awasiitik, atimwak. - 'Go away, dogs.'

Although Cree pronouns - both subject and object - are tied right in with the verb forms, it has been illustrated that there are also two sets of free-form pronouns. These are formed regularly and are used either for emphasis or when a pronoun is needed and a verb form is not used. It is also used to express possession.

e.g. Pe-naasik niiya. - '(you pl.) Come to me.'

Nika-nikamon kiiya ohci. - 'I will sing for you.'

Ooma niiya. - 'This is mine.'

The regular pronouns are as follows:

niiya	I, me, my, mine
kiiya	you, your, yours
wiiya	he, him, his
niyanaan	we, us, our, ours
kiiyaanaw	we (in.), us, our, ours
kiiyawaw	you (pl.) your, yours
wiiyawaw	they, them, their, theirs

The other form expresses the thought of 'I, too'

e.g. Niwii-itohtaan niista. - 'I will go too.'

They are declined as follows:

niista	I/me, too
kiista	you, too
wiista	he/him, too
niistananaan	we/us, too
kiistaanaw	we/us (in.), too
kiistawaw	you (pl.), too
wiistawaw	they/them, too

C. Preparation.

Refer to some precious lesson and prepare a conversation using nouns in possessive and vocative case forms. Include some diminutives. Review also your noun clitics.

38 - 1
GROUP VIII Lesson 38

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition.

B. Individual repetition.

Let's go to the store.

Maahti itohtetaan ataawikamikhk.

far away

wahyaw

It's not far.

Namawiya wahyaw.

Bring him.

Pesiw.

Please bring some sugar.

Maahti pesiw siiwinikan.

Yes.

Ehe.

these.

ohi (note 1)

What are these?

Kekwaya ohi.

They are books.

Masinahikana ohi.

those.

anihi

I don't want those books.

Namawiya ninataweyihten anihi
masinahikana.

My mother wants this meat.

Nikaawiy nataweyihtam oomiiyi
wiyaas.

But she doesn't want that
salt.

Maaka namawiya nataweyihtam
animiiyiwi siiwihtaakan.

these (animate)

oki (note 1)

He is nice.

Miyosisiw.

These beads are very nice.

Taapwe miyosisiwak oki miikisak.

some

aatiht

Some of them are nice.

Aatiht miyosisiwak.

But others are not nice.

Kotakak maaka namawiya miyo-
sisiwak.

Does Johnny want these dogs?

Canniy ciy nataweyimew ohi
atimwa.

He saw those dogs yesterday.

Otaakosihk kii-waapamew anihi
atimwa.

Run.

Pimipahtaa.

(NOTE - Frequently 'oho' and 'oko')

He told me they couldn't
run well.

Nikii-wihtamaak, "Namawiya
kitakii-nihta-pimipahtaawak.

the same one

ewako (note)

those same ones

ewakwaanik

I saw those same ones the
day before yesterday.

Nikii-waapamawak ewakwaanik
awasi-otaakosiyihk.

(Note - or 'eyako')

II. DRILL. 10 minutes.

A. Fill in the following blanks with full pronouns using both the regular forms and the forms including the meaning of 'too' where reasonable.

_____ kisipwehtaanaawaw ciy.

Namawiya maaka _____ nimiicin anima wiyaas.

Ispi kii-itohteyahk _____ kimiicinaanaw wiyaas.

Ketasaake, namawiya _____ kiskotaakay.

_____ nika-ayamihaanaan.

_____ namawiya kitakii-ayamihaawak.

B. Change the following words to diminutive forms and use in a sentence.

atim

paakekin

mistikowat

kekway

iskwew

kinowsew

III. RECITATION. 15 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

We've noted that Cree nouns fall into two main classes - animate and inanimate. They are inflected for possession, number, location and occasionally for vocative. Animate nouns also require the suffix /-a/ to indicate a relationship to a second third person.

Besides the full pronouns given in the previous lessons, there is a series of demonstrative forms which must agree with the nouns for which they stand or modify.

1. The demonstratives, 'this' and 'that', take the following forms for animate and inanimate singular:

awa - 'this' (animate)

ooma - 'this' (inanimate)

ana - 'that' (animate)

anima - 'that' (inanimate)

e.g. awa naapew - 'this man'

ooma masinahikan - 'this book'

ana naapew - 'that man'

anima masinahikan - 'that book'

2. When demonstratives occur with, or stand for, a noun which is pluralized by the suffix /-ak/, they have 'k' as their final consonant.

e.g. oko naapewak - 'these men'

aniki naapewak - 'those men'

When they occur with, or stand for, a noun which has the suffix /-a/ (inanimate plural, animate third person possessive, or animate object of a third person verb) their final consonant is 'h'.

e.g. ohi masinahikana - 'these books'

Nataweyimew ohi naapewa. 'He wants this man/these men.'

ohi otemwa - 'this, his dog/these, his dogs'

anihi masinahikana - 'those books'

Nataweyimew anihi naapewa. - 'He wants that man/those men.'

There is also a form which is sometimes used when a singular inanimate demonstrative is the object of a 3rd. person verb. This is the regular 4th. person ending /-iyiw/.

e.g. Nataweyihitam oomiiyi*w* masinahikan. - 'He wants this book.'

Nataweyihitam animiiyi*w* nasinahikan. - 'He wants that book.'

Summary: Animate Singular

awa this

ana that

Inanimate Singular

ooma oomiiyi*w* this

anima animiiyi*w* that

Occurring with /-ak/

oki these

aniki those

Occurring with /-a/

ohi this/these

anihi that/those

The pronoun ewako has the approximate meaning, 'the same one'. It is used frequently in narration instead of repeating a person's name or the name of an object. It remains unchanged and uninflected regardless of the gender or number of the noun to which it relates.

e.g. onaapema ewako - 'her husband, the same one'

However, this pronoun often occurs in combination with the demonstratives described above.

e.g. ewako / awa becomes ewakwaawa - 'this same one'

ewako / ana becomes ewakwaana - 'that same one'

ewako / anihi becomes ewakwaanihi/ewakwaani - 'these/those same ones'

ewako / aniki becomes ewakwaaniki - 'these/those same ones'

There is another pronoun /kotak/ 'other, the other, another' This is inflected just like the nouns themselves.

e.g. kotak naapew - 'the other man'

kotaka onaapema - 'his other man/men'

kotakak naapewak - 'the other men'

kotak masinahikan - 'another book'

kotaka masinahikana - 'other books'

C. Preparation.

Write a Cree note to a friend telling him about the day's activities. Suggestions: a hunting trip, sickness, visiting.

- I. BASIC SENTENCES. 25 minutes.
A. Unison double repetition.
B. Individual repetition.

Where are you (pl.) going?	Taanti e-itohteyek.
Goodfish Lake	Kaa Miyosisicik Kinosewak Saakahikan
We're going to Goodfish Lake.	Nika-itohtaanaan Kaa Miyosisicik Kinosewak Saakahikanihk.
Are all the fish good?	Kahkiyaaw ciy kinosewak miyo- sisiwak.
He is ugly.	Mayaatisiw.
Yes, but some are ugly.	Ehe, maaka aatiht mayaatisiwak.
We will not eat bad fish.	Namawiya nika-mowaanaanak kinosewak kaa mayaatisicik.
He angles.	Kwaaskwepicikew.
Will the girls angle?	Iskwesisak ciy kita kwaaskwepici- kewak.
He is strong.	Maskawisew.
The girls who are strong will angle.	Iskwesisak kaa maskawisecik kita-kwaaskwepicikewak.
The big boys are always playing.	Kaa misikiticik naapesisak metaweskiwak.
He teases him.	Nanoweyacihew.
He is small.	Apisiisisiw.
Don't tease those small ones.	Ekaawiya nanoweyacihik aniki kaa apisiisisicik.
He is long.	Kinosiw.
The tall boy has a fish.	Naapesis kaa kinwaaskosit ayawew kinosewa.
It is a long fish.	Kinosiw kinosew.
We have many fish now.	Kitayawaanawak mihcet kinosewak ekwa.
Are your fish big?	Misikitiwak ciy kikinosemwak.
Some fish are big, but some are small.	Aatiht kinosewak misikitiwak maaka aatiht apisiisisiwak.
When will we go home?	Taanispi ke-ati-kiiweyahk.

II. DRILL. 15 minutes.

A. Unison single repetition. 3 minutes.

This drill is intended to increase your fluency in Cree, as well as to give you some useful build-up frames. There won't be any time during class to do so, but you should be able to substitute other lexical items in the same or similar frames, being sure that each step can occur as a complete expression.

Miskaw.

Miskaw atim.

Miskaw acimosis.

Miskaw ana acimosis.

Wiihtamawik.

Wiihtamawik naapewak.

Wiihtamawik naapesisak.

Wiihtamawik aniki naapesisak.

Taapwehtaahk.

Taapwehtaahk iskwew.

Taapwehtaahk iskweesis.

Taapwehtaahk awa iskweesis.

Natonaahkwaaw.

Natonaahkwaaw apoyak.

Natonaahkwaaw aniki apoyak.

Otina.

Otina paaakekin.

Otina paaakekinos.

Otina ooma paaakekinos.

Otina ooma paaakekinos waaskahikanihk ohci.

Naatamok wiyaas.

Naatamok anima wiyaas.

Naatamok anima wiyaas askihkohk ohci.

Paapihtaa.

Paapihtaa acimowin.

Paapihtaa ooma acimowin.

Mowew.

Mowew pahkwesikana.

Mowew ohi pahkwesikana.

Ninataweyihten.

Ninataweyihten maskisina.

Ninataweyihten anihi maskisina.

Ninataweyihten anihi maskisina kaa miiwaasiki.

B. Individual repetition. 12 minutes.

III. RECITATION. 15 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

Adjectives in Cree are expressed by verbs unless they form a compound with the noun which they describe. i.e. Instead of saying, 'the tall man', one says, 'the man who is tall'. Many of the adverbial proclitics used in compounds also occur with the verbalizing suffix /-(i)si/ or /-(i)ti/ forming verbs which answer to our English predicate adjectives.

e.g. apisii / isi / w becomes Apisiisisiw. - 'He is small.'
 maskaw / isi / w becomes Maskawisiw. - 'He is strong.'
 kino / si / w becomes Kinosiw - 'He is long.'

Preceding this suffix, the root is often slightly changed.

e.g. miyo / isi / w becomes Miyosisiw. - 'He is good.'
 mayi / isi / w becomes Mayaatisiw. - 'He is bad/ugly.'
 misi / iti / w becomes Misikitiw. - 'He is big.'

A few quantitative adjectives which occur as particles are:

mistahi - 'much'
 mihcet - 'many'
 apisiiis - 'alittle/a few'

C. Preparation.

Prepare a conversation, using a series of questions with affirmative and negative answers on the theme of you or your friend being lost or hurt.

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition.

B. Individual repetition.

Here is an aeroplane.	Oomiita pimiyaakan.
It is landing.	Toohomakan.
It is landing over there.	Nete toohomakan.
field	kistikaan
It is landing in the field.	Toohomakan kistikaanihk.
Another is landing on the ice.	Kotak toohomakan miskwamiyihk.
Is the ice strong?	Maskawisiw ciy miskwamiy.
It is small.	Apisaasin.
That plane is small.	Anima pimiyaakan apisaasin.
It is landing close by.	Ciikiy ota toohomakan.
Here is a box.	Oomiita mistikowat.
It is strong.	Maskawaaw.
It is long.	Kinwaaw.
It is big.	Misaaw.
Is that box big?	Anima mistikowat ciy misaaw.
Yes, it is very big.	Ehe, mistahi misaaw.
Is it good?	Miwaasin ciy.
Yes, it is a good box.	Ehe, miwaasin mistikowat.
Here is another box.	Oomiita kotak mistikowat.
It is bad.	Mayaatan.
Now the people will not be good.	Ekosi ayisiyiniwak namawiya kita-miywaatisiwak.
that thing there	nema
There it is.	Nemiita.
There is the plane.	Nemiita pimiyaakan.
river	siipiy

It's going towards Big River.	Mistahi Siipiyihk e-isi-sipwe-payihk.
Jonas is on the plane.	Coonas pimiyaakanihk poosiw.
I saw him getting in.	Nikii-waapamaw e-ati-poosit.
He is going as far as Good-fish Lake.	Poosiw iskow Kaa Miyosisicik Kinosewak Saakahikanihk.

II. DRILL. 10 minutes.

Give the animate verbalized forms for the following proclitics. Use each in a sentence, having 1st. and 2nd. person subjects. Use these verbs also in the subordinate mood.

mayi-
misi-
maskawi-
kino-
apisiis-

III. RECITATION. 15 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

These adjectival verbs also have inanimate forms which, since they are used only in the third person, act similarly to impersonal verbs of the /-ni/ class.

Some form the inanimate by adding the inanimate verbalizer /-(aa)si/ to the stem which is sometimes shortened.

e.g. miyo / aasi / n becomes Miiwaasin. - 'It is good.'
apisiis / aasi / n becomes Apisaasin. - 'It is small.'

Some roots occur with the suffix /-aa/ added to a slightly changed root. e.g. mayi / a / n becomes Mayaatan. - 'It is ugly.'
'It is bad.'

Some pattern after impersonal verbs such as 'kiisikaaw' and thus take the inanimate verbalizer /-aaw/.

e.g. kino / aaw becomes Kinwaaw. - 'It is long.'
misi / aaw becomes Misaaw. - 'It is big.'
maskaw / aaw becomes Maskawaaw. - 'It is strong.'

Like the impersonal verbs, they take the /-hk/ form in the subordinate mood. e.g. e-kinwaahk mistikowat. - 'the box being long'

C. Preparation.

Be prepared to give the Cree for any expression given in Lessons 36 - 40. Your leader will quiz you during the next recitation period.

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition.

B. Individual repetition.

Where have you been?	Taanti kaa kii-ayaayan.
To church.	Ayamihewikamikohk.
What did you do in church?	Kekway kaa kii-itootaman ayamihewikamikohk.
preacher	ayamihewikimaw
Listen to him.	Natootaw.
We sing, we pray and we listen to the preacher.	Ninikamonaan, nitayamihaanaan ekwa ninatootawaanaan ayamihew- ikimaw.
We arise to sing.	Nipasikonaan kita-nikamoyaahk.
We sit down to listen to him.	Nitapinaan kita-natootawaayaahk.
What did the preacher say?	Taanisi kaa kii-itwet ayamihe- wikimaw.
He sins.	Wanitootam.
He said, "All have sinned."	Kii-itwew, "Kahkiyaaw kii- wanitootamwak.
Do you believe him?	Kitaapwehtawaw ciy.
Yes, he always speaks the truth.	Ehe, taapweskiw.
He says, "You should come to Jesus."	Itwew, "Kika-kii-pe-naataw Jesus."
"He will save you from sin."	"Kika-pimaacihik macihtiwinihk ohci."
Is that true?	Taapwe ciy?
when I believe him	ispi kaa taapwehtawak
Yes, He saved me when I be- lieved on him.	Ehe, nikii-pimaacihik ispi kaa- taapwehtawak.
good works	miywatoskewina
Will my good works save me?	Nimiywatoskewina ciy nika- pimaacihikon.
He perishes.	Nisiwanaatisiw.

No, you will perish in your	Namawiya, maaka kika-nisiwan-
sin.	aatisin kimacihtiwinihk.
sinner	omacihtiw

Jesus came into this world to	Jesus kii-pe-itohtew ota askiyihk
save sinners.	kita-pimaacihaat omacihtiwa.

He will save you too.	Kiista kika-pimaacihik.
-----------------------	-------------------------

(you sg.) to listen	kita-natootawat
to him.	
next Sunday	kotak(note)
	ayamihewikiisikaahki

Will you come with me to	Kika-pe-wiicowin ciy kita-
listen to him next Sunday?	natootawat kotak ayamihewi-
	kiisikaahki.

(Note: Sometimes 'kihtwaam' is used here).

II. DRILL. 10 minutes.

Complete the following sentences translating the underlined words.

Aniki askihkwak <u>are big</u> .	e.g. Aniki askihkwak misikitiwak.
Oho ciistahaasepona <u>are small</u> .	
Nataweyimewak miikisa <u>that are good</u> .	
Ayaaw maskisina <u>that are long</u> .	
Kikii-pakamahwawak aniki naapewak <u>who are strong</u> .	
Namawiya ninataweyihten anima masinahikan <u>that is ugly</u> .	
Anima oyaakan <u>is good</u> .	
Oki naapesisak <u>are not tall</u> .	
Maaka ocihciyiwaawa <u>are strong</u> .	

III. RECITATION. 15 minutes.

IV. REVIEW OF BASIC SENTENCES.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

Transitive Subordinates. (Third Person Animate Object)

Verbs show relationship in the subordinate mood by directional suffixes very similar to those of the independent mood. Some variations will be noticed in the 1st. and 2nd. persons sg. when acting on, or being acted upon by 3rd. persons.

The directional suffix to indicate a 3rd. or 4th person animate object is /-a/ with the first and second persons sg. and /-aa/ with the third. The plural forms remain /-aa/ throughout. These precede the regular intransitive endings except in 1st. and 2nd. persons sg. where the endings are changed to /-k/ and /-t/ respectively.

e.g. e / waapam / a / k becomes e-waapamak (as) I see him

The pluralizing suffix /-ik/ which corresponds to /-ak/ in the independent mood may follow all persons except 3rd. to show a plural object. However, throughout the subordinate mood this suffix always takes the form of /-ok/ in the plural where a second person is involved. (i.e. we inclusive and you pl.)

e.g. e-waapam / a / t / ik becomes e-waapamacik (note)
'(as) you see them'

In some dialects /-waaw/ takes the place of /-ik/ when preceded by 'k' (i.e. 1st. person sg. or pl. and 2nd. person pl.)

(Note: Remember 't' becomes 'c' before /-ik/.)

Summary I:

e---a k	I upon him
e---a t	you upon him
e---aa t	he upon him/them
e---aa yaahk (Note)	we upon him
e---aa yahk	we (in.) upon him
e---aa yek	you (pl.) upon him
e---aa c ik	they upon him/them

Summary II:

e---a k	ik/waaw	I upon them
e---a c	ik	you upon them
e---aa t		he upon him/them
e---aa yaahk	ik/waaw (note)	we upon them
e---aa yahk	ok/waaw	we (in.) upon them
e---aa yek	ok/waaw	you (pl.) upon them
e---aa c ik		they upon him/them

e.g. 1 e-waapamak	(as) I see him
e-waapamat	(as) you see him
e-waapamaat	(as) he sees him/them
e-waapamaayaahk (note)	(as) we see him
e-waapamaayahk	(as) we (in.) see him
e-waapamaayek	(as) you (pl.) see him
e-waapamaacik	(as) they see him/them

e.g. 2 e-waapamakik/waaw	(as) I see them
e-waapamacik	(as) you see them
e-waapamaat	(as) he sees him/them
e-waapamaayaahkik/waaw (note)	(as) we see them
e-waapamaayahkok/waaw	(as) we (in.) see them
e-waapamaayekok/waaw	(as) you (pl.) see them
e-waapamaacik	(as) they see him/them

(Note: in some areas '-keht,' 'kehcik'.)

C. Preparation.

Demonstrate with a few expressions of your own composition the use of the subordinate forms given in this lesson. Do not make your expressions too complicated. Be sure you know your basic sentences thoroughly.

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition.

B. Individual repetition.

It's time for church.

Ekwa kitakii-nitawi-ayamihaayahk.

Are you ready?

Saasay ciy.

Yes, I will go with you to
hear him.

Ehe, kika-wiicewitin kita-
pehtawak.

who

awina

He preaches to him.

Kakeskimew.

Who will preach to us today?

Awiina ke-kakeskimikoyahk
anohc kaa kiisikaayihk.

servant

atoskeyaakan

One of God's servants.

Peyak otatoskeyaakana.
Kisemanitow.

Bible

Kihci-masinahikan

He reads it.

Ayamihtaaw.

He's reading the Bible.

Ayamihtaaw Kihci-masinahikan.

What is he reading?

Kekway kaa ayamihtaat.

blood

mi ihko

The blood of Jesus Christ:
cleanses us from all sin.

Omiikhko Jesus Christ kipehkihi-
owaanaanaw kahkiyaaw macihtiwini-
ihk ohci.

All have sinned.

Kahkiyaaw kii-wanitootamwak.

They who have sinned are lost.

Aniki kaa kii-wanitootahkwaaw
wanisinwak.

They will not go to heaven.

Namawiya kita-itohtewak Kihci-
kiisikohk.

only

piko (note)

Only those who believe in
Christ will be in heaven.

Aniki piko kaa taapwehtawaacik
Christa Kihci-kiisikohk ke-
ayaacik.

Jesus died to save them.

Jesusa kii-nipiyiwa kita-pimaaci-
hikocik.

because

cikema

I can sing because he has
saved me.

Nika kii-nikamon cikema e-
pimaacihit.

Now we will go to look for
others.

Ekwa nika-itohtaanaan kita-
natonawaayaahkwaaw kotakak.

Do you hear them calling us?
(in.)

Kipehtawawak ciy e-tepwaatiko-
yahkwaaw.

(note - or 'poko')

II. DRILL. 15 minutes.

Use each of the following verb stems in the frame
'How do I --- him?', 'how do you --- him?' etc. first in the
present, then in the past and future. Take particular notice
of the vowel contraction which takes place when the future
tense /ka-/ is used with a subordinate verb.

nakwaat

e.g. Taanisi kaa nakwaatak.

Taanisi kaa nakwaatat.

Taanial kaa nakwaataat. etc.

kiwehoy

nataweyim

III. RECITATION. 10 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

Transitive subordinates - (Third Person Animate Subject)

The directional suffix to indicate a 3rd. person subject is
/-iko/ with all persons except 1st. and 2nd. sg. where it takes
the form of /-it/. Here again there is a change in the 1st.
and 2nd. person endings. With 1st. person sg. objects no
person marker at all is used. With 2nd. person sg. object, the
ending is /-k/ which causes the 't' of the directional suffix
preceding it to become 's'.

e.g. e / waapam / it becomes e-waapanit - (as) he sees me

e / waapam / it / k becomes e-waapamisk - (as) he
sees you

These forms are pluralized in the regular way.

e.g. e / waapam / it / ik becomes e-waapamicik - (as) they see me.

Stem changes mentioned in Lesson 27 as occurring with
/-iko/ in the independent hold true also with the subordinate
(even when /-iko/ changes to /-it/). One exception is that
stem-final 'aw' does not change to 'aa' in the first person
singular, whether the subject is singular or plural.

e.g. e-natonaw / it becomes e-natonawit - (as) he looks
for me

e-natonaw / it / k becomes e-natonaask - (as) he
looks for you

In addition to these changes, preceding the directional suffix /-it/ in the 1st. person sg. object forms, a stem-final 't' becomes 's' whether the subject is singular or plural.

e.g. e-tepwaat / it becomes e-tepwaasit (as) he calls me

Summary I: e---it
e---is k
e---iko t
e---iko yaahk
e---iko yahk
e---iko yek
e---iko c ik

Summary II. Plural: e---ic ik
e---is k ik/waaw
e---iko t
e---iko yaahk ik/waaw
e---iko yahk ok/waaw
e---iko yek ok/waaw
e---iko c ik

e.g. 1. e-waapamit (as) he sees me
e-waapamisk (as) he sees you
e-waapamikot (as) he/they see him
e-waapamikoyaahk (as) he sees us
e-waapamikoyahk (as) he sees us (in.)
e-waapamikoyek (as) he sees you (pl.)
e-waapamikocik (as) he/they see them

e-waapamicik (as) they see me
e-waapamiskik/waaw (as) they see you
e-waapamikot (as) they/he sees him
e-waapamikoyaahkik/waaw (as) they see us
e-waapamikoyahkok/waaw (as) they see us (in.)
e-waapamikoyekok/waaw (as) they see you (pl.)
e-waapamikocik (as) they/he sees them

e.g. 2. e-natonawit (as) he looks for me
e-natonaask (as) he looks for you
e-natonaakot (as) he/they look for him
e-natonaakoyaahk (as) he looks for us
e-natonaakoyahk (as) he looks for us (in.)
e-natonaakoyek (as) he looks for you (pl.)
e-natonaakocik (as) he/they look for them

e-natonawicik (as) they look for me
e-natonaaskik/waaw (as) they look for you
e-natonaakot (as) they/he looks for him
e-natonaakoyaahkik/waaw (as) they look for us
e-natonaakoyahkok/waaw (as) they look for us (in.)
e-natonaakoyekok/waaw (as) they look for you (pl.)
e-natonaakocik (as) they/he looks for them

e.g. 3.	e-pakamah <u>o</u> t (note 1)	(as) he hits me (note 2)
	e-pakamah <u>o</u> sk	(as) he hits you
	e-pakamah <u>o</u> kot	(as) he/they hit him
	e-pakamah <u>o</u> koyaahk	(as) he hits us
	e-pakamah <u>o</u> koyahk	(as) he hits us (in.)
	e-pakamah <u>o</u> koyek	(as) he hits you (pl.)
	e-pakamah <u>o</u> kocik	(as) he/they hit them
e.g. 4.	e-naasit (note 1)	(as) he fetches me (note 2)
	e-naatisk	(as) he fetches you
	e-naatikot	(as) he/they fetch him
	e-naatikoyaahk	(as) he fetches us
	e-naatikoyahk	(as) he fetches us (in.)
	e-naatikoyek	(as) he fetches you (pl.)
	e-naatikocik	(as) he/they fetch them

(Note 1: Remember 't' becomes 'c' before /-ik/.)

(Note 2: Plural subject marked as in examples 1 and 2.)

C. Preparation.

Review the materials given in Group V. You will be tested to see if you have assimilated the Cree given in that group.

I. BASIC SENTENCES. 25 minutes.

- A. Unison double repetition.
B. Individual repetition.

Where are you going?	Taanti e-itohteyan.
town	otenaaw
I'm going to town.	Nititohtaan otenaahk.
bush, woods	sakaaw
He walks through.	Saapohtawehtew.
Are you going to walk through the bush?	Kika-saapohtawehtaan ciy sakaahk.
He knows it.	Kiskeyihtam.
Yes, I know the path.	Ehe, nikiskeyihten meskanaw.
Guide him.	Kiskinohtah.
I will guide you (pl.).	Kika-kiskinohtahitinaawaw.
We do not want you to guide us.	Namawiya kinataweyimitinaan kita-kiskinohtahiyaahk.
Perhaps you (pl.) will go astray.	Maaskoc kika-wanisininaawaw.
It is snowing.	Mispon.
Where is the path?	Taaniwe meskanaw.
We (in.) are lost.	Kiwanisininaanaw.
Call.	Tepwe.
Call loudly.	Kisewe-tepwe.
Let's call loudly. (to be heard)	Kisewetaan e-tepweyahk
Why did you come to us?	Taanehki kaa kii-pe-naasiyaahk.
I came to guide you (pl.) to your home.	Kikii-pe-naatitinaawaw kita- kiskinohtahitahkwaaw kiikiwaahk.
He follows him.	Pimitisahwew.
Will you (pl.) follow me now?	Kiwii-pimitisahonaawaw ciy anohc.
even, though	aata
You came to us even though we rejected you.	Kikii-pe-naasinaan aata e-kii- anwehtaataahk.

All we are lost. .

Kahkiyaaw kiiyaanaw kiwanisinin-
aanaw.

Jesus said, "I am the way to
the Father."

Jesus oomisi itwew, "Niiya
meskanaw ohtaawiyimahk isi."

I will guide you (pl.) to
heaven.

Kika-kiskinohtahitinaawaw kihci-
kiisikohk.

I want to save you (pl.)
because I love you.

Kinohte-pimaacihitinaawaw cikema
-e-saakihitahkwaaw.

II. DRILL. 10 minutes.

Change the number of both subject and object in the
following forms if possible.

e-pehkihak.

e.g.

e-pehkihaayahkwaaw

e-pehkihaayaahkwaaw.

e-taapwehtaakot

e-kii-nayaweyimicik

kita-pakamahwaacik

e-waapamiskwaaw

e-wihtamawit

e-isicik

III. RECITATION 15 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

Transitive Subordinates - (First and Second Person Combinations). When both a first and second person are involved in the action in the subordinate mood, the regular intransitive subordinate endings are used except for the 'i - you (pl.)' form which takes /-ahk/ plus the regular pluralizers /-ok/-waaw/. Similarly the directional suffixes /-i/ and /-iti/ occur with a 'y' inserted between /-i/ and the personal endings, while /-iti/ loses its final 'i'.

e---an 2nd. sg. upon 1st. sg. (with /-i/)

e---aan 1st. sg. upon 2nd. sg. (with /-iti/)

e---aahk 1st. pl. and 2nd. sg. or pl. (with /-i/ or /-iti/)

e---ahkwaaw 1st. sg. upon 2nd. pl. (with /-iti/)

e---ek 2nd. pl. upon 1st. sg. (with /-i/)

Summary:

e---i y an

you (sg.) upon me

e---i y aahk

you (sg. or pl.) upon us

e---i y ek

you (pl.) upon me

e---it aan

I upon you (sg.)

e---it aahk

we upon you (sg. or pl.)

e---itahkok/waaw

I upon you (pl.)

e.g.	e-waapamiyan	(as) you see me
	e-waapamiyaahk	(as) you (sg. or pl.) see us
	e-waapamiyek	(as) you (pl.) see me
	e-waapamitaan	(as) I see you
	e-waapamitaahk	(as) we see you (sg. or pl.)
	e-waapamitahkok/waaw	(as) I see you (pl.)

Stem changes mentioned in Lesson 28 as occurring with the Independent hold true also for the subordinates.

e.g. e-naat / i / y / an becomes e-naasiyan - '(as) you
fetch me'
e-natonaw / iti / aan becomes e-natonaataan - '(as)
I look for you'

C. Preparation.

Review the materials given in Group VI. Be prepared to give the Cree for any phrase occurring in this group.

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition. 5 minutes

B. Individual repetition. 20 minutes.

Hide from him.

Kaasostaw.

You cannot hide from God.

Namawiya kikakii-kaasostawaw
Kisemanitow.

He knows him.

Kiskeyinew.

He knows you.

Kikiskeyinik.

He sees what you do.

Waapahtam kekway kaa tootaman.

He hears what you say.

Pehtam kaa ayamiyen.

He thinks (about it)

Iteyihtam.

And truly he knows what you
think.

Miina taapwe kiskeyihtam kaa
iteyihtaman.

God hates sin.

Kisemanitow pakwaatam macihtiwini.

The evil things you do.

Kekwaya e-mayaatahki kaa tootaman.

Our hearts are evil.

Kitehinawa mayaatanwa.

Christ will come again.

Christ kihtwaam kita-takosin.

a believer

otaapwehtamow

Believers he will take to
heaven.

Otaapwehtamowa kita itohtahew
kihci-kiisikohk.

He leaves him.

Nakatew.

Sinners he will leave.

Omacihtiya kita-nakatew.

Meet him.

Nakiskaw.

Are you ready to meet Christ?

Kikwayaatisin ciy kita-nakis-
kawat Christ.

Why keep rejecting Him?

Taanehki kaa ayaanwehtawat.

It is late.

Aakwaayaaw.

Tomorrow may be too late.

Waapahki itoke osaam kita-
aakwaayaaw.

Take Him now to save you.

Otin anohc kita pimaacihisk.

Then He will help you to
live right.

Ekwa kika-wiicihik kita-kwayasko-
pimaatisiyan.

Work for him.

Atoskaw.

You can work for him as long
as you live.

Kikakii-atoskawaw iskow ke-
pimaatisiyan.

first

nistam

We (in.) love Him because He
first loved us.

Kisaakihaanaw cikema wiya
nistam e-kii-saakihikoyahk.

II. DRILL. 10 minutes.

Answer the following questions using complete statements.

Taanti e-itohteyan.

e.g. Niwii-itohtaan otanaahk
kita-waapamak nitootem.

Kika-kiskinohtahitin ciy sakaahk.

Taanehki ekaa e-pimitisahoyaahk.

Taanti e-ayaacik aniki naapewak kaa wanisihkwaaw.

Kikiskeyihtenaawaw ciy anima meskanaw.

Kika-kakwe-miskawawak ciy.

Kiiyawaw kaa wanisihkwaaw kiwii-tepwaasinaawaw ciy.

Taanispi ke-pe-naatisk ayamihewikimaw.

Kikii-natootaakwak ciy ispi e-kakeskimacik.

III. RECITATION. 15 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

Transitive subordinates (Inanimate Object). To indicate an inanimate object, those verbs with the directional suffix /-aa/ in the independent also take this same suffix in the subordinate preceding the usual intransitive endings.

e.g. e-osihtaayaan	(as) I make it/them
e-osihtaayan	(as) you make it/them
e-osihtaata	(as) he makes it/them
e-osihtaayaahk	(as) we make it/them
e-osihtaayahk	(as) we (in.) make it/them
e-osihtaayek	(as) you (pl.) make it/them
e-osihtaacik	(as) they make it/them

Verbs which take the inanimate directional suffix, /-e/am/ in the independent have a directional suffix /-am/ in the first and second person and /-ahk/ in the third for the subordinate mood. There is no personal ending for third person sg.

e.g. e-naat	am	aan	(as) I fetch it/them
e-naat	am	an	(as) you fetch it/them
e-naat	ahk		(as) he fetches it/them
e-naat	am	aahk	(as) we (ex.) fetch it/them
e-naat	am	ahk	(as) we (in.) fetch it/them
e-naat	am	ek	(as) you (pl.) fetch it/them
e-naat	ahk	ik/waaw	(as) they fetch it/them

45 - 1
GROUP IX Lesson 45

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition.

B. Individual repetition.

When shall I tell you?	Taanispi ke-wihtamaataan.
When shall I follow you?	Taanispi ke-pimitisahotaan.
When shall I call you (pl.)?	Taanispi ke-tepwaatitahkwaaw.
When shall I tell you?	Taanispi ke-wihtamaatahkwaw.
When shall I follow you?	Taanispi ke-pimitisahotahkwaw.
When shall I call him?	Taanispi ke-tepwaatak.
When shall I tell him?	Taanispi ke-wihtamawak.
When shall I follow him?	Taanispi ke-pimitisahwak.
When shall I call them?	Taanispi ke-tepwaatakwaaw.
When shall I tell them?	Taanispi ke-wihtamawakwaaw.
When shall I follow them?	Taanispi ke-pimitisahwakwaaw.
Why did we call you?	Taanehki kaa kii-tepwaatitaahk.
Why did we tell you?	Taanehki kaa kii-wihtamaataahk.
Why did we follow you?	Taanehki kaa kii-pimitisahotaahk.
Why did we call him?	Taanehki kaa kii-tepwaataayaahk.
Why did we tell him?	Taanehki kaa kii-wihtamawaayaahk.
Why did we follow him?	Taanehki kaa kii-pimitisahwaayaahk.
Why did we (in.) call them?	Taanehki kaa kii-tepwaataayahkwaaw.
Why did we (in.) tell them?	Taanehki kaa kii-wihtamawaa- yahkwaaw.
Why did we (in.) follow them?	Taanehki kaa kii-pimitisahwaa- yahkwaaw.
I was eating when you left me.	Nikii-miicison ispi e-kii- nakasiyan.
I was eating when you found me.	Nikii-miicison ispi e-kii- miskawiyen.
I was eating when you hit me.	Nikii-miicison ispi e-kii- pakamahoyan.

I was eating when you left us.	Nikii-miicison ispi e-kii-nakasiyaahk.
I was eating when you found us.	Nikii-miicison ispi e-kii-miskawiyaahk.
I was eating when you hit us.	Nikii-miicison ispi e-kii-pakamahoyaahk.
I was eating when you (pl.) left me.	Nikii-miicison ispi e-kii-nakasiyek.
I was eating when you (pl.) found me.	Nikii-miicison ispi e-kii-miskawiyek.
I was eating when you (pl.) hit me.	Nikii-miicison ispi e-kii-pakamahoyek.
He was sleeping when you left him.	Kii-nipaaw ispi e-kii-nakatat.
He was sleeping when you found him.	Kii-nipaaw ispi e-kii-miskawat.
He was sleeping when you hit him.	Kii-nipaaw ispi e-kii-pakamahwat.
He was sleeping when you left them.	Kii-nipaaw ispi e-kii-nakatacik.
He was sleeping when you found them.	Kii-nipaaw ispi e-kii-miskawacik.
He was sleeping when you hit them.	Kii-nipaaw ispi e-kii-pakamahwacik.
Why didn't you (pl.) leave him?	Taanehki ekaa e-kii-nakataayek.
Why didn't you (pl.) find him?	Taanehki ekaa e-kii-miskawaayek.
Why didn't you (pl.) hit him?	Taanehki ekaa e-kii-pakamahwaayek.
Why didn't you (pl.) leave them?	Taanehki ekaa e-kii-nakataayekwaaw.
Why didn't you (pl.) find them?	Taanehki ekaa e-kii-miskawaayekwaaw.
Why didn't you (pl.) hit them?	Taanehki ekaa e-kii-pakamahwaayekwaaw.
What will he say to me?	Taanisi ke-isit.
What will he say to you?	Taanisi ke-itisk.

What will he say to him?	Taanisi ke-itaat.
How will he believe me?	Taanisi ke-isi-taapwehtawit.
How will he believe you?	Taanisi ke-isi-taapwehtaask.
How will he believe him?	Taanisi ke-isi-taapwehtawaat.
How will he shoot me?	Taanisi ke-isi-paaskisot.
How will he shoot you?	Taanisi ke-isi-paaskisosk.
How will he shoot him?	Taanisi ke-isi-paaskiswaat.
What will they say to me?	Taanisi ke-isicik.
What will they say to you?	Taanisi ke-itiskwaaw.
What will they say to him?	Taanisi ke-itaacik.
How will they believe me?	Taanisi ke-isi-taapwehtawicik.
How will they believe you?	Taanisi ke-isi-taapwehtaaskwaaw.
How will they believe him?	Taanisi ke-isi-taapwehtawaacik.
What will he say to us.	Taanisi ke-itikoyaahk?
What will he say to you (pl.)?	Taanisi ke-itikoyek?
What will he say to him/them?	Taanisi ke-itaat.
How will he believe us (in.)?	Taanisi ke-isi-taapwehtaakoyahk?
How will he believe you (pl.)?	Taanisi ke-isi-taapwehtaakoyek.
How will he believe him/them?	Taanisi ke-isi-taapwehtawaat.
How will he shoot us?	Taanisi ke-isi-paaskisokoyaahk.
How will he shoot us (in.)?	Taanisi ke-isi-paaskisokoyahk.
How will he shoot you (pl.)?	Taanisi ke-isi-paaskisokoyek.
What will they say to us?	Taanisi ke-itikoyaahkwaaw.
What will they say to us (in.)?	Taanisi ke-itikoyahkwaaw.
What will they say to you (pl.)?	Taanisi ke-itikoyekwaaw.
What will they say to him/ them?	Taanisi ke-itaacik.
How will they believe us?	Taanisi ke-isi-taapwehtaako- yaahkwaaw.

How will they believe us (in.)?	Taanisi ke-isi-taapwehtaako- yahkwaaw.
How will they believe you (pl.)?	Taanisi ke-isi-taapwehtaako- yekwaaw.
How will they shoot us?	Taanisi ke-isi-paaskisokoyaahk- waaw.
How will they shoot us (in.)?	Taanisi ke-isi-paaskisokoyahk- waaw.
How will they shoot you (pl.)?	Taanisi ke-isi-paaskisokoyek- waaw.
What was said to him by him?	Taanisi kaa kii-itikot.
What was said to them by him?	Taanisi kaa kii-itikocik.
How was he believed by him?	Taanisi kaa kii-isi-taapwehtaakot.
How were they believed by him/them?	Taanisi kaa kii-isi-taapwehtaa- kocik.
How was he shot by him?	Taanisi kaa kii-isi-paaskisokot.
How were they shot by him?	Taanisi kaa kii-isi-paaskis- okocik.

II. RECITATION. 20 minutes.

The leader will test your ability to reproduce any of the sentences just given both in Cree and in English.

III. ASSIGNMENT.

A. Assimilation.

Review the material given in the entire group. Test your ability to reproduce the Cree for the English.

B. Preparation.

Be prepared to give the Cree for any expression given in Lessons 41 - 44. Your leader will quiz you during the time allotted for recitation next class.

- I. BASIC SENTENCES. 25 minutes.
A. Unison double repetition.
B. Individual repetition.

money	sooniyaaw
It's treaty day.	Sooniyaaskaaw.
Will the plane soon come?	Wiipac ciy kita-takopayiw pimiyaakan.
nurse	maskihkiiwiskwew
The nurse will come.	Kita-takosin maskihkiiwiskwew.
doctor	maskihkiiwiwiniw
Perhaps the doctor will come too.	Maaskoc maskihkiiwiwiniw wiista kita-takosin.
one's superior, boss	okimaw
always	kaakike maana
The Indian agent always comes then.	Sooniyaawikimaw kaakike maana pe-itohtew ekospi.
He will give us our money.	Kika-miyikonaw kisoniyaaminawa.
And I will see my friends.	Miina nika-waapamawak nitootem- wak.
Here is the plane.	Maakooma pimiyaakan.
Let's go to see it land.	Maahti nitawi-waapahtataan e-twehomakahk.
He goes ashore.	Kapaaw.
They are getting out now.	Kapaawak ekwa.
How, now?	Taanisi ekwa.
I'm fine.	Peyakwan.
Where is your mother?	Taaniwa kikaawiy.
Over there.	Nete.
Who is that?	Awiina ana.
My grandfather.	Nimosoon ana.
John's grandfather is sick.	Caen omosooma ahkosiyiwa.
How did you (pl.) come?	Taanisi kaa kii-isi-takosiniyek.

his boat	otoot
We came in Moses' father's boat. Nii-kii-	itkocininaan/ Moses ohtaawiya otootiyihk.
your sister-in-law	kiitim
Is that your sister-in-law?	Kiitim ciy ana.
my older sister	nimis
No, but she's my older sister.	Namawiya maaka nimis.
his older brother	ostesa
Zacchaeus' older brother went fishing.	Saakiyas ostesa kii-nitawi- pakitahwaayiwa.
He cannot come to-day.	Namawiya kitakii-pe-itohteyiwa anohe kaa kiisikaahk.
your younger brother (or sister)	kisiimis
Where are your younger brothers and sisters?	Taaniwekaak kisiimisak.
They are sitting near my mother.	Apiwak ita kaa apiyit nikaawiya.
We're ready to go.	Ekwaani.

II. DRILL 10 minutes.

A. Change the following to independent mood and translate.

e-pe-naasiyan	e.g. ki-pe-naasin
e-itohtahisk	
e-natonawacik	
e-saakihaayahk	
e-pimitisahokoyekwaaw	
e-nakasicik	
e-paaskiswaayaahk	
kaa-ohci-isicik	
e-pooneyihtamaataan	
e-wii-waapamiyek	
e-nataweyihtamaan	
e-pakamahotahkwaaw	
e-taapwehtawit	

B. Change the following to the subordinate mood.

Ayamihtaaw.
 Kikii-kiskinohtahaanaw.
 Yika-kiskeyimawak.
 Nakiskaakwak.
 Kitepwaasinaan.
 Kipakwaatitinaawaw.
 Niniyaw.

III. RECITATION. 15 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

Fourth Person with Intransitives. When more than one 3rd. person is mentioned in an expression, there is a suffix in Cree used to indicate the fourth person.

A fourth person subject of an intransitive verb is expressed by the suffix /-(i)yi/ which precedes the regular 3rd. person endings, /-w/ (ind.) and /-t/ (sub.).

e.g. Opimiyaakan takopayiyiw. 'His plane is arriving.'

Okosisa e-nipaayit. - 'His son is sleeping/sons are sleeping.'

In the independent mood an animate 4th. person form always ends in 'a' and there is no distinction for sg. or pl.

e.g. Okosisa nipaayiwa. - 'His son sleeps/sons sleep.'

If the 4th. person subject is inanimate, the suffix /-iyi/ is preceded by the inanimate subject marker /-maka/ plus 'n'. In the independent mood this 4th. person combination of /-makan/ plus /-iyi/ is followed by /-w/ in the singular and /-wa/ in the plural.

e.g. omasinahikan itwe / makan / iyi / w becomes
Omasinahikan itwemakaniyiw. - 'His book says.'

omasinahikana itwe / makan / iyi / w becomes
Omasinahikana itwemakaniyiwa. - 'His books say.'

In the subordinate mood, the combination of /-makan/ plus /-iyi/ is followed by /-hk/ in the sg. and /-hki/ in the pl. e.g. omasinahikan e-itwemakaniyihk - '(as) his book says'
omasinahikana e-itwemakaniyihki - '(as) his books say'

Impersonal verbs also take the suffix /-iyi/ when the independent verb in the sentence has a 3rd. person subject.

e.g. E-misponiyihk, namawiya kita-sipwehtew. - 'As it is snowing, he won't go.'

This same 4th. person suffix /-iyi/ followed by /-w/ occurs on nouns possessed by a 4th. person. If the possessed noun is animate, the final suffix /-a/ is added as with all 3rd. person possessed nouns.

e.g. Soosin ohtaawiya ototaapaanaaskomiyiwa - 'Susan's father's toboggan'

Soosin ohtaawiya owaaskahikaniyiw - 'Susan's father's house'

Soosin ohtaawiya owaaskahikaniyiwa - 'Susan's father's houses'

C. Preparation.

Review the material given in Group III. You should be able to give the Cree for any phrase given in that group. Be prepared to demonstrate the use of 3rd. and 4th. person possessed nouns.

I. BASIC SENTENCES. 25 minutes.
A. Unison double repetition.
B. Individual repetition.

He cries.

Maatow.

Janie is crying.

Ceniy maatow.

What is the matter?

Taanehkaani.

She lost her cap.

Wanihtaaw otastotin.

Did you take Janie's cap?

Kiiya ciy kikii-otinamwaan Ceniy
otastotin.

my own

niiya tipiyaw

No, this is my own cap.

Namawiya maaka niiya/ooma tipiyaw
nitastotin.

gum

pikiw

rubbers

pikiwaskisina

I found Joseph's rubbers.

Nikii-miskamwaan Cosip opiki-
waskisina.

ribbon

siinipaan

Where are Kate's ribbons?

Taaniwekaak Ket osiinipaanima.

Albert found them on the floor.

Aalparta kii-miskamweyiwa mohcihk.

Are you going home now Samson?

Kiwii-kiiwaan ciy ekwa Saamison.

Yes.

Ehe.

He carries it.

Pimohtataaw.

Will you carry Susan's books?

Niwii-pimohtataawaan ciy Seosin
omasinahikana.

Teach him.

Kiskinohamaw.

Her books teach us many things.

Omasinahikana kikiskinohamaak-
owaanaenaw mihcet kekwaya.

Go to school.

Nitawi-ayamihcike.

We will not go to school
tomorrow.

Namawiya nika-nitawi-ayamihci-
kaanaan waapahki.

Why?

Taanehki.

We are going trapping.

Nika-nitawi wanihikaanaan.

Joanie wants her sister's
ribbon.

Cooniy nataweyimimew omisa
osiinipaanimiyiwa.

II. DRILL. 10 minutes.

Supply the correct form of the root word in slant lines,
and translate the following sentences.

Pimohtewak naapewak /tahkayaaw/. e.g. Pimohtewak naapewak e-
tahkayaayihk.

Ostesa /waaskahikan/ ciikiy saakahikanihk asteyiwa.

William otaawiya mistahi /ahkosi/.

Takosinwak /tweho/ kistikaaanhk pimiyaakan.

Nicawaasimis omaskisina /pahkisini/ mohcihk.

Nimosoom otemwa /kisepahtaa/.

Omasinahikan /itwe/ mihcet miyokekwaya.

Kika-pe-itohtaanaanaw ispi opimiyaakaniwaawa /sipwepayi/.

III. RECITATION. 15 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

Fourth Person Inanimate Objects.

In transitive verbs a 4th. person inanimate object is indicated
by a suffix /-w/.

In the independent mood, this suffix occurs between the
inanimate object directional suffix /-taa/ and a second such
suffix /-aa/e/ which is followed by the regular intransitive
personal endings.

Summary:	ni---taa w aa	n
	ki---taa w aa	n
	---taa w e	w
	---taa w e	yiwa
	ni---taa w aa	n aan
	ki---taa w aa (naa)	n aw
	ki---taa w aa (naa)	w aw
	---taa w e	w ak
	---taa w e	yiwa

e.g.	Nikii-osihtaawaan omaskisina.	I made his moccasins.
	Kikii-osihtaawaan omaskisina.	You made his moccasins.
	Kii-osihtaawew omaskisiniyiwa.	He made his (4th.) moccasins.
	Kii-osihtaaweyiwa omaskisina.	He (4th.) made his (3rd.) moccasins.
	Nikii-osihtaawaanaan omaskisina.	We made his moccasins.
	Kikii-osihtaawaanaanaw omaskisina.	We (in.) made his moccasins.
	Kikii-osihtaawaanaawaw omaskisina.	You (pl.) made his moccasins.

Kii-osihtaawewak omaskisiniyiwa. They made his (4th.)
moccasins.
Kii-osihtaaweyiwa omaskisina. They (4th.) made his
moccasins.

Note the ambiguity of the third and fourth person subject forms in this and subsequent paradigms.

The subordinate mood suffixes pattern regularly as above, except that the regular directional suffixes and endings indicating a third person animate object now follow the 4th. person indicator /-w/.

Summary:

e---taa w a k	I upon 4th. inan.
e---taa w a t	you upon 4th. inan.
e---taa w aa t	he upon 4th. inan.
e---taa w aa yit	he (4th.) upon 4th. inan.
e---taa w aa yaahk	we upon 4th. inan.
e---taa w aa yahk	we (in.) upon 4th. inan.
e---taa w aa yek	you (pl.) upon 4th. inan.
e---taa w aa cik	they upon 4th. inan.
e---taa w aa yit	they (4th.) upon 4th. inan.
e.g. e-osihtaawak omaskisina	(as) I make his moccasins
e-osihtaawat omaskisina	(as) you make his moccasins
e-osihtaawaat omaskisiniyiwa	(as) he makes his (4th.) moccasins
e-osihtaawaayit omaskisina	(as) he (4th.) makes his moccasins
e-osihtaawaayaahk omaskisina	(as) we make his moccasins
e-osihtaawaayahk omaskisina	(as) we (in.) make his moccasins
e-osihtaawaayek omaskisina	(as) you (pl.) make his moccasins
e-osihtaawaacik omaskisiniyiwa	(as) they make his (4th.) moccasins
e-osihtaawaayit omaskisina	(as) they (4th.) make his moccasins

In verbs of the /-e/am/ class the directional suffix /-am/ replaces /-taa/ throughout all the independent and subordinate forms as in the summaries above.

e.g. Niwaapahtamwaan osiinipaana. I see his ribbons.
e-miskamwaayit omasinahikan (as) he (4th.) is/they
(4th.) are finding his
book

To reverse the direction of the action (making the subject 4th. person inanimate) /-iko/ replaces /-taa/ or /-am/. Since the object is now animate, the animate form of the stem is used.

e.g. Oskiisikwa niwaapanikowaan.	His eyes see me.
Oskiisikwa waapanikowaaw.	His eyes see ther.
Oskiisikwa e-waapanikowak	(as) his eyes see me
Oskiisikwa e-waapanikoyit	(as) his (4th.) eyes see him

C. Preparation.

Review the materials given in Group VII and be prepared to give the Cree for any phrase occurring in that group.

I. BASIC SENTENCES. 25 minutes.

A. UNISON DOUBLE REPETITION. 5 minutes.

B. Individual repetition. 20 minutes.

You (pl.) came home early today. Wiipac kikii-pekiwaanaawaw anohc
kaa kiisikaahk.

Yes, I have good dogs. Ehe, niteyawawak atimwak kaa
miyosisicik.

They travel fast. Kisepayiwak.

I saw Daniel at the store. Nikii-waapamaw Taaniyal
ataawikamikohk.

Did you see his mother too? Kikii-waapamimawa ciy okaawiya
asici.

He talks to him. Ayamihew.

Yes, his mother talked to us. Ehe, okawiya nikii-
ayamihikowaanaana.

We met Thomas' father on the lake. Thomas ohtaawiya nikii-
nakishawimaanana saakahikanihk.

Did you find Joe's dogs? Kikii-miskaawimaawaawa ciy Cow
otemwa.

Yes, they were running when we saw them. Ehe, kii pinipaahtaayiwa e-
waapamimaayahk.

Stop. Kipiici.

When his dogs saw us they stopped. Ispi otemwa e-waapamikowaayaahk
kii-kipiiciyiwa.

Irene came in today. Ayriin kii-pepihtokwew anohc
kaa kiisikaayihk.

What did she want? Kekway kaa kii-nataweyihtahk.

She wants you to work for her mother. Kinataweyinikowaw kita-atoska-
wimaayek okaawiya.

Pay him. Tipahamaw.

last winter piponohk

When we worked for Irene's mother last winter she didn't pay us. Ispi e-kii-atoskawinaayaahk
piponohk Ayriin okaawiya
namawiya nohci-tipahamaakowaanaana.

She says her husband will pay you. Itwew, "Ninaapem kika-
tipahamaakowaw."

When will her husband see us? Taanispi ke-waapamikowaayaahk
onaapema.

He will be home soon. Wiipac kita-pe-kiiweyiwa.

We will not help her till we see him. Namawiya nika-wiicihaanaan
piyis waapamimaayaahki.

II. DRILL. 10 minutes.

Change the following to 4th. person forms being careful to make the necessary changes in the object.

Ninatonen kimasinahikan. e.g. Ninatonanwaan omasinahikan.

Koosihtaanaanaw waaskahikan.

Kii-niskan nimaskisina.

Taanti ke-otinamek kitastotiniwaawa.

Maskiikiy ciy kipimohtahtaan.

Nataweyihtam naa tehtapiwin.

E-itootaman nitatoskewin.

Iskwaaten pakamahokonaawaw.

E-paapihtaayek nitaacimowin.

III. RECITATION. 15 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation

B. Explanation. FOURTH PERSON ANIMATE OBJECTS

To indicate that an animate 4th. person is object of a verb, the suffix /-im/ is used in the same way that /-aw/ is used for inanimate. The familiar animate indicator, a final /-a/ occurs with all but 3rd. person subject forms.

Summary:	ni---(i)m a	w a
	ki---(i)m a	w a
	---(i)m e	w
	---(i)m e	yiw a
	ni---(i)m aa	naan a
	ki---(i)m aa (naa)	n aw a
	ki---(i)m aa (naa)	w aw a
	---(i)m e	w ak
	---(i)m e	yiw a

The regular subordinate mood forms are regularly formed.

Summary:	e---(i) m a k
	e---(i) m a t
	e---(i) m aa t
	e---(i) m aa yit
	e---(i) m aa yaahk
	e---(i) m aa yahk
	e---(i) m aa yek
	e---(i) m aa cik
	e---(i) m aa yit

(Since 4th. person is nearly always used in connection with possession, it may be helpful in remembering the suffix to associate it with the suffix /-in/ frequently used with animate possessed nouns.)

In the independent mood, to reverse the direction of the action, making the 4th. person subject, the regular directional suffix /-(i)ko/ is used. Here, however, the 4th. person marker is the /-(i)yi/ used with intransitive verbs, and the /-aa/e/ suffix is used, only for the first person pl. forms, where /-w/ is substituted for the /-(i) yi/. The final /-a/ occurs with all persons, and the subject is ambiguous as to number.

Summary:

ni---	(i)ko	yi w	a
ki---	(i)ko	yi w	a
---	(i)ko	yi w	a
ni---	(i)ko	waa naan	a
ki---	(i)ko	waa n aw	a
ki---	(i)ko	yi w	a
---	(i)ko	yi w	a

e.g.	Niwaapamikoyiwa	okaawiya.	His mother sees me.
	Kiwaapamikoyiwa	okaawiya.	His mother sees you. (Note)
	Waapamikoyiwa	okaawiyiyiwa.	His mother sees him.
	Niwaapamikowaanaana	okaawiya.	His mother sees us.
	Kiwaapamikowaanawa	okaawiya.	His mother sees us (in.).
	Kiwaapamikoyiwa	okaawiya.	His mother sees you. (Note)
	Waapamikoyiwa	okaawiyiyiwa.	His mother sees him/them.

(NOTE:) It will be noticed that there is no distinction between second person singular or plural in these forms.)

Except for the 1st. person sg., the subordinate forms follow those given for an inanimate 4th. person subject. In the 1st. person sg. the suffix /-iko/ is omitted, and the 4th. person sub. form /-iyit/ occurs immediately following the stem.

Summary:	e---	(i)	yit
	e---(i)ko	w	at
	e---(i)ko		yit
	e---(i)ko	w aa	yaahk
	e---(i)ko	w aa	yahk
	e---(i)ko	w aa	yek
	e---(i)ko		yit

e.g. e-waapaniyit omisa (as) her sister sees me
e-waapanikowat omisa (as) her sister sees you
e-waapanikoyit omisiyiwa (as) her sister sees him
e-waapanikowaayaahk omisa (as) her sister sees us
e-waapanikowaayahk omisa (as) her sister sees us (in.)
e-waapanikowaayek omisa (as) her sister sees you
(pl.)
e-waapanikoyit omisiyiwa (as) her sister sees him/
them

IMPERATIVES with a 4th person animate object are regularly formed by the addition of the suffix /-im/ following the verb root. When the command is directed to the 2nd. person pl. the pluralizer becomes /-ahk/ rather than /-ihk/. There is no object pluralizer in these forms.

- e.g. Waapanim ohtaawiya. See his father/fathers.
 Waapanimahk ohtaawiya. (you pl.) See his father/fathers.
 Waapamimaataan ohtaawiya. Let us see his father/fathers.

As with /-(i)ko/ so preceding /-(i) m/ and /-(i)yi/ stem final /-w/ following /-h/ or /-s/ becomes /-o/.

- e.g. Nikii-pakanahomawa otemwa. I hit his dog.
 e-kii-pakanahoyit ocawaasimisa (as) his child hit me
 Nikii-wihtanaawinawa omaamawa. I told his mother.
 e-kii-wihtanaayit omaamawa. (as) his mother told me

In the subordinate mood, a stem final 't' becomes 's' preceding the suffix '-iyi'.

- e.g. e-tepwaasiyit ocawaasimisa (as) his child called me

C. Preparation.

Review the materials given in Group VIII. Be sure you have assimilated all the Cree in these lessons.

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition 5 minutes.

B. Individual repetition 20 minutes.

Wash the clothes.	Kisiipekinike.
I am going to wash clothes.	Niwii-kisiipekinikaan.
soap	kisiipekinikan
Where is the soap?	Taaniwaa kisiipekinikan.
There is none.	Nanawiya kekway.
He buys it (an.).	ataawew
Will you go and buy some soap?	Kiwii-nitawi-ataawan ciy ki- siipekinikan.
Which? (inan.)	Taanima.
To which store shall I go?	Taananima ataawikamik ke- itohteyaan.
We always go to Henry's store,	Nititohtaanaan kaakiike naana Hiniriy otataawikamikohk.
What kind?	Keko.
What kind of soap shall I buy?	Keko kisiipekinikan ke-ataawi- yaan.
Any kind.	Pokotowi.
clothes	ayawinisa
Where are the clothes?	Taaniwehaa ayawinisa.
They are in the box.	Mistikowatink astewa.
Which? (an.)	Taanana.
Which kettle can I have?	Taanana askihk ke-ayaawak.
You may have the big one on the stove.	Kikakii-ayaawaw ana kaa misi- kitit kotawaanaapiskohk kaa apit.
Is Noah going away tomorrow?	Nowa ciy wii-sipwehtew waapahki.
Yes.	Ehe.
Which? (an. pl.)	Taaniki.
Which? (inan. pl.)	Taanihi.
Which dogs will he take?	Taanihi atimwa kaa-wii-otinaat.

He will take the big dogs. Kita-otnew atinwa kaa nisikitiyit.

Which dogs are yours? Taananiki kiiya kitemwak.

Those pups are mine. Aniki niiya nicemisisak.

Which? (4th p.sg. inan.) Taanimiiyi.

On which lake will he travel? Taanimiiyi saakahikan ke-
pimohtehot.

He will travel on Lac La Ronge. Wii-pimohtehow Mistahi
Saakahikanikh.

Who are they? Awiiniki.

Who are those people arriving here? Awiiniki aniki ayisiyiniwak kaa
takosihkwaaw ota.

I don't know. Taansitoke.

How many times? Taantahtwaw

How many times has Elijah been home? Taantahtwaw kaa kii-pe-kiiwet
Iilayica.

He was home twice. Niiswaw kii-pe-kiiwew.

II. DRILL 10 minutes.
A. Unison single

Niwaapamaw.
Niwaapamaw atin.
Niwaapaminawa nikosis otenwa.

Niwihtamaak.
Nikosis niwihtamaak.
Nikosis ocawaasimis niwihtamaakoyiwa.

E-pakamahwak.
E-pakamahwak niten.
E-pakamahonak nikosis otenwa.

E-pe-naasit.
E-pe-naasit nicawaasimis
E-pe-naasiyit nicawaasimis otootenwa.

E-paaskiswaayahk.
E-paaskiswaayahk maskwa.
E-paaskisomaayahk naapesis omaskwanwa.

E-niskaakoyahk.
Maskwa e-niskaakoyahk.
Naapesis omaskwama e-niskaakowaayahk.

Nititohtahaanaan.
 Kookom nititohtahikonaan.
 Nitootem ookoma kititohtahikowaanawa.

B. Individual repetition. 7 minutes.

III. RECITATION. 15 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

As has been illustrated throughout the basic sentences, there are 3 forms of interrogation in Cree.

An assertive sentence can be turned into a question by the insertion of the particles, ciy or naa. While we cannot yet give a complete statement regarding the distribution of these two particles, it seems that they can occur either following the verb, or the word which is in question.

e.g. Awaasisak ciy pimisinwak. 'Are the children lying down?'

Kikiispon naa. 'Have you had enough to eat?'

Besides these two particles, there is a proclitic, /taan-/ which in combination with a demonstrative pronoun or an adverbial conjunction is used to introduce an interrogative sentence. The following are examples of interrogative adverbs:

taan / ispi becomes Taanispi - 'When?'

taan / ite becomes Taanti - 'Where?'

taan / isi becomes Taanisi - 'What? How?'

taan / tahto becomes Taantahto - 'How many?'

taan / tahtwaw becomes Taantahtwaw - 'How many times?'

Interrogative pronouns are formed in a similar manner. However if the pronoun with which /taan-/ combines is more than two syllables in length, the first syllable is lost.

e.g.	taan / ana becomes	
	Taanana	Which? (an. sg.)
	taan / <u>anima</u> becomes	
	Taanima	Which? (inan. sg.)
	taan / <u>aniki</u> becomes	
	Taaniki	Which? (an. pl.) Occurs with /-ak/ forms.
	taan / <u>anihi</u> becomes	
	Taanihi	Which? (inan. pl.) Occurs with /-a/ forms.

The fourth person /-(i)yiw/ can also be used with /taan-/
 e.g. Taanimiiyiw saakahikan 'Which lake will he travel?'
 ke-pimohtehot.

These interrogative pronouns and adverbs are usually followed by a verb in the subordinate mood. The particle kaa accompanies them more frequently than the subordinate proclitic e-.

e.g. Taanti e-itohteyan. Where are you going?

Taanispi kaa kii-
takosiniyan. When did you arrive?

Since kaa is not used with the future particle ka/kita, a question about the future will employ either kaa wii- or ke.

e.g. Taanispi ke
sipwehteyan. When will you go?

Taanispi kaa wii-
sipwehtet. When does he intend to go?

There are a few other combinations which have not been fully analyzed. They are as follows:

Taanehki. Why?

Taaniwaa. Where is he?

Taaniwe. Where is it?

These last two have a plural stem form which follows the regular pattern of the demonstratives. i.e. -k for animate and -h for inanimate. The suffixes /-kaa (k)/ and /-haa/ are added to the root taaniwe.

e.g. taaniwe / kaak becomes
Taaniwekaak. Where are they? (an.)

taaniwe / haa becomes
Taaniwehaa. Where are they? (inan.)

There are also a few other forms which do not take the proclitic /taan-/ yet can also introduce an interrogative sentence. They are as follows:

Awiina. Who, whose?

Awiiniki. Who, whose? (pl.)

Kekway. What?

Kekwaya. What? (pl.)

Keko. What kind?

C. Preparation.

Review the material given in Group X.

BASIC SENTENCES. 50 minutes.

A. Comprehension. 15 minutes.

Listen to the instructor read the text for comprehension. Pick out the words you do not know. The instructor will repeat any parts you do not understand, and then read the text again.

He is.	Itaaw.
young woman, virgin	oskinikiskwew
bridegroom	owekihtow
Open it for him!	Yotenamaw.
He is wise.	Kakehtaweyihtam.
He is foolish.	Kakepaatisiw.
He comes into sight.	Pe-nookosiw.
Get up! (from lying down)	Waniskaa.
Light it!	Saskaha.
lamp	waasiskotenikan
He runs short of it.	Nohte-payiw.
It is shut.	Kipahekaatew.

Peyakwaw kii-itaawak nitaahat oskinikiskwewak. Kahkiyaaw e-kii-pehocik owekihtowa kita-takosiniyit kita-yotenamaakocik iskwaatem. Niyaanan kii-kakehtaweyihtamwak miina niyaanan kii-kakepaatisiwak. Kahkiyaaw kii-iteyihtamwak e-kwaayaatisicik. Aniki kaa kakehtaweyihtamkwaaw mistahi kii-pimohtahtawak piniy maaka namaac aniki kaa kakepaatisicik.

Aapihtaa-tipiskaaw!

Ispi aapihtaa-tipiskaahk kii-pehtamwak, "Pe-nookosiw owekihtow, nitawi-nakiskawihk." Kii-waniskaawak, kii-saskahamwak. owaasiskotenikaniwaawa maaka aniki kaa kakepaatisicik kii-nohte-payiwak piniy.

Mekwaac e-nitawi-ataawecik piniy kii-pe-itohtiyiwa owekihtowa miina yotenamiyiwa iskwaatem. Aniki kaa kwaayaatisicik kii-pihtokwewak maaka ekwa kii-kipahekaatew iskwaatem.

B. RESPONSE. 35 minutes.

Answer in Cree the following questions about the text:

1. Taantahto oskinikiskwewak e-itaacik.
2. Taantahto oskinikiskwewak kaa kii-kaketaweyihtahkwaaw.
3. Taantahto kaa kakepaatisicik oskinikiskwewak.
4. Awiiniki kaa pimohtahtaacik pimi.
5. Taanehki kaa kii-pehocik aniki oskisikiskwewak.
6. Taantahto tipahikan e-pe-nookosit owekihtow.
7. Awiiniki kaa waniskaacik.
8. Kekway kaa tootahkwaaw.
9. Awiiniki kaa nitawi-nakiskawaacik owekihtowa.
10. Taaniwekaak kotakak.
11. Awiiniki kaa piihtokwecik ispi e-yotenikaatehk iskwaaten.
12. Aniki kaa kakepaatisicik kii-piihtokwecik ciy ispi e-kiiwecik.
13. Taanehki.

II. ASSIGNMENT.

Prepare a short story using any of the vocabulary you have had to date. Be prepared to tell it next class. Do not memorize a written story, but see if you can think one through as you talk.

I. BASIC SENTENCES. 25 minutes.
A. Unison double repetition.
B. Individual repetition.

Nancy is sick.	Naansiy ahkosiw.
What's the matter with her?	Taanehki ana.
She ate some fish.	Kii-mowew kinosewa.
The fish was bad.	Namawiya ohci miyosisiw kinosew.
It made her sick.	Kii-ahkosiskaak (note)
Where is she now?	Taaniwaa ekwa.
She is in the house.	Waaskahikanihk ayaaw.
She is crying.	E-maatot.
Make him cry.	Mooh.
What makes her cry?	Kekway kaa moohikot.
She is lonesome.	Kaskeyihtan.
Play with him.	Wiicinetawen.
She wants to play with the other children.	Nohte-wiicinetawenew kotaka awaasisa.
Sit with him.	Wiitapim.
We will come sit with her.	Nika-pe-wiitapimaanaan.
Pray for him.	Ayanihestamaw.
And we will pray for her.	Miina nika-ayanihestanawaanaan.
Here.	Nah.
Look at the pictures.	Waapahcike.
Make it for him.	Osihtamaw..
Are you making moccasins for me?	Koosihtanawin ciy maskisina.
Kill him.	Nipah.
Yes, your father killed a moose.	Ehe, kohtaawiy kii-nipahew mooswa.
I made the hide yesterday.	Otaakosihk nikii-osihtaan paakekin.
Will Mary be home soon?	Meriy ciy, wiipac kita-pe-kiiwew.
(Note: <u>You</u> explain this one!)	

Ask him.

Kakwecin.

I want to ask her something.

Kekway ninohte-kakwecinaw.

She will be home at one
o'clock.

Peyak tipahikan kita-pe-kiiwew.

II. DRILL. 10 minutes.

A. Pluralize the following questions.

Awiina ana.

e.g. Awiiniki aniki.

Kekway anima miicisowinaatikohk.

Taanana emihkwaanis ke-otinak.

Taaniwe anima tehtapiwin.

Taanima nicihciy ke-ayaayan.

B. Make some expanding frames using the following words.

Taantahto.

e.g. Taantahto.

Taaniyikohk.

Taantahto atinwak.

Taantahtwaw.

Taantahto atinwak kaa ayawat.

Taanispi.

Taantahto atinwak kaa ayawat

Taanti.

ekota. (etc.)

Taanisi.

III. RECITATION. 15 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

Transitive Derivation. There are many suffixes in Cree which can occur with intransitive verbs to make them transitive.

The causative suffix /-h/ occurs with many intransitive verbs to make them transitive.

e.g. nip / h / e / w becomes Nipahew. - 'He kills him.'
(causes him to die)

itohte / h / e / w becomes Itohtahew. - 'He takes him.'
(causes him to go) there.'

Sometimes the root itself undergoes a change when this suffix is added. e.g. maato / h / e / w becomes Moohew. - 'He makes him cry.'

There are a few words which do not seem to be causative which nevertheless have stems ending in 'h'.

e.g. Saakihew. - 'He loves him.'

The suffix /-aw/ mentioned in Lesson 33 is the benefactive suffix. A stem-final vowel is lost before /-aw/

e.g. atoske / aw / e / w becomes Atoskawew. - 'He works for him.'

It has been noted in Lesson 33 that it is possible for one verb form to express both a direct and an indirect object. These verbs usually have a benefactive aspect. Either a transitive or an intransitive verb can be made into this type by the addition of the suffix /-an/ to show the direct object, followed by the benefactive suffix /-aw/, plus the usual

directional suffix and personal endings.

e.g. *osiht / am / aw / e / w* becomes *Osihtamawew.* - 'He makes it (him) for him.'

masinah / am / aw / e / w becomes *Masinahamawew.* - 'He writes (it) for him.'

Verbs can be given a dative significance by the use of the suffix */-st/* followed by */-aw/*.

e.g. *ayamihaa / st / aw / e / w* becomes *Ayamihestawew.* - 'He prays to him.'

The vicarious suffix is used to denote an action done on behalf of someone else. It is indicated by the addition of the inanimate suffix */-am/*, preceded by */-st/* and followed by */-aw/*.

e.g. *ayamihaa / st / am / aw / e / w* becomes *Ayamihestanawew.* - 'He prays for him.'

nipi / st / am / aw / e / w becomes *Nipostamawew.* - 'He dies for him.'

Companionship is expressed by the combination of the prefix */wiici-/* and the suffix */-m/* followed by the regular suffix and personal endings.

e.g. *wiici / miiciso / m / e / w* becomes *Wiiciniicisomew.* - 'He eats with him.'

wiici / metawe / m / e / w becomes *Wiicimetawemew.* - 'He plays with him.'

The proclitic */wiici-/* is sometimes */wiit-/* before a vowel.

e.g. *wiici / api / m / e / w* becomes *Wiitapimew.* - 'He sits with him.'

The thought process or an action of the mind is expressed by the bound root */-eyi-/* followed by */-m/* if the object is animate and */-ht/* if inanimate.

e.g. *it / eyi / m / e / w* becomes *Iteyiwew.* - 'He thinks about him.'

it / eyi / ht / am becomes *Iteyihtam.* - 'He thinks about it.'

There is also a way to make a transitive inanimate verb intransitive by using the suffix */-ike/*. With this stem-final 't' becomes 'c'.

e.g. *ayaniht / ike / w* becomes *Ayanihcikew.* - 'He looks at pictures/he window-shops.'

paaskis / ike / w becomes *Paaskisikew.* - 'He shoots.'

C. Preparation.

Prepare a conversation with another member of the class based on any of the material found in the basic sentences of Group X.

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition.

B. Individual repetition.

the Lord

Kaa Tipeyihciket

Samson thought the Lord was
with him.

Saamison kii-iteyihtam Kaa
Tipeyihcikeyit e-wiicewikot.

strength

maskawisewin

He possesses it.

Tipeyihtam.

And he still possessed the
strength which he had.

Miina anima maskawisewin kaa
kii-ayaat e-kii-tipeyihtahk.

But Samson didn't know the
Lord had left him.

Saamison naaka namawiya ohci-
kiskeyihtam Kaa Tipeyihcikeyit
e-kii-nakatikot.

spirit, soul

ahcaahk

He didn't know his spiritual
condition.

Namawiya ohci-kii-kiskeyihtam
otahcaahkohk e-isi-ayaat.

It is considered so.

Iteyihtaakwan.

It doesn't matter.

Namawiya naantaw iteyi-
htaakwan.

Some people say it doesn't
matter what you believe.

Aatiht ayisiyiniwak itwewak,
"Namawiya naantaw iteyihtaakwan
kaa-isi-taapwehtaman."

by all means

ohcitaw

It does matter.

Ocihtaw iteyihtaakwan.

He earns.

Kiispinacikew.

The wages of sin is death.

E-isi-kiispinacikemakahk
macihtiwini nipowin.

free gift

mohci-nekiwin

But the gift of God is
eternal life.

Maaka mohci-nekiwin Kisemanitow
ewako kaakike pimartisiwin.

commandment

oyasowewin

new commandment

oski-oyasowewin

A new commandment I give to
you.

Oski-oyasowewin kiniyitinaawaw.

Love one another.

Saakihitok.

That ye love one another as
I have loved you.

Kita-saakihitoyek kaa kii-isi
saakihitahkwaaw.

Love yourself.

Saakihiso.

Let us not love ourselves.

Ekaawiya saakihisotaan.

II. DRILL. 10 minutes.

Make a transitive verb out of each of the following by using one of the proclitics or suffixes given in the preceding lesson. Use some second and first person objects.

Nimetawaan.

e.g. Niwiicimetawenaw.

Nikii-atoskaanaan.

Kimaatonaawaw.

Ayaniwak.

Kititohtaan.

Atoskewak.

Kitapinaanaw.

Nitayanihaan.

III. RECITATION. 5 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

There is a reflexivesuffix /-iso/ in Cree which, when attached to a transitive stem, indicates that the subject is acting for or upon himself. The regular intransitive personal endings follow it.

e.g. Niwaapanison. - 'I see myself.'

Waapanisow. - 'He sees himself.'

There is also a reciprocal suffix /-ito/ which indicates that the subject and object are acting upon each other. This suffix occurs, of course, only in the plural. It is followed by the regular plural intransitive personal endings.

e.g. Niwaapamitonaan. - 'We see each other.'

Kiwaapamitonaanaw. - 'We (in.) see each other.'

Waapamitowak. - 'They see each other.'

In a previous lesson we have cited the particles /isi/ and /ohci/ as free forms used following nouns in the locative case. To /isi/ was ascribed the meaning of 'to' or 'towards', and /ohci/ 'from' or 'out of'.

/Ohci/ following a noun which does not have the locative suffix carries the meaning of 'with' or 'for'.

e.g. niiya ohci - 'for me'

ocihciy ohci - 'with his hand'

/Ohci/ also occurs as a verb proclitic. In this capacity it is used as a connection link in narration, and carries the meaning of 'because', or 'for this reason'. It takes second position, preceded only by the personal proclitic.

e.g. E-osaan-kiniwahk nanaac nohci-kii-atoskaan. - 'As it rained too much, for this reason I didn't work.'

/Isi/ also occurs as a verb proclitic with the meaning of, 'in this manner' or 'so'. It usually takes the position next to the root, being preceded by person, tense, /pe-/, /nohte-/, etc.

e.g. Kaa kii-pe-isi-kakepaatisiyaan. - 'How foolishly I
had lived.'

C. Preparation.

Try to make up a short gospel message of six or eight sentences, based upon one of the verses you have learned in the basic sentences. Be prepared to give it next class hour.

53 - 1
GROUP XI Lesson 53

I. BASIC SENTENCES. 25 minutes.

- A. Unison double repetition.
B. Individual repetition.

He wounds him.	Miswaakanikaatew.
transgression	wanitootamowin
He was wounded for our transgressions.	Kii-miswaakanikaataw kiyaanaw kiwanitootamowininawa ohci.
He hurts him.	Wiisakahwew.
He was hurt for our sins.	Kii-wiisakahwaw kiiyaanaw kimacihtiwiniwawa ohci.
He bears it.	Nayahtam.
punishment	kakeskinohikowin
He bore our punishment.	Kii-nayahtam kikakeskinohikawin- inaw.
stripe	pasastehokowin
He heals him.	Iyinihkahew.
With His stripes we are healed.	Opaapasastehokowina ohci kiiyaan- aw kitiiyinihkahikawinaanaw.
Because He was wounded we are healed.	Wiiya e-kii-miswaakanikaatiht kiiyaanaw kitiiyinihkahikawinaanaw.
We are told.	Kiwihtanaakawinaanaw.
We are told to come to Christ while the door is open.	Kiwihtanaakawinaanaw kita-pe- naataayahk Christ mekwaac e- yotenikaatehk iskwaaten.
He was saved from sin when he received Christ.	Kii-pimaacihaw macihtiwinihk ohci ispi e-otinaat Christa.
His son was saved too.	Okosisa wiista kii-pimaacihimawa.
You too (pl.) can be cleansed from all your sins.	Kiistawaw kikakii-pehkihikawin- aawaw kahkiyaaw kimacihtiwin- iwaawa ohci.
Believe on the Lord Jesus Christ and thou shalt be saved.	Taapweyeyim Kaa Tipeyihciket Jesus Christ miina kika- pimaacihikawin.
cross	pimitaaskwahikan
Jesus bore our sins when He died on the cross.	Jesus kii-nayahtam kimacihtiwin- inawa e-nipit pimitaaskwahikanihk.

II. DRILL. 10 minutes.

A. Make the following verbs reflexive and translate.

e-wihtamawaayahk

e.g. e-wihtamawaasoyahk

kitayanihaanaw

kitatoskawaw

nimicinaan

e-tipahamawaayek

kakwecinewak

B. Put the following verbs into their reciprocal forms and give their translation. Remember these are used in the plural only.

ahkosihewak

e.g. ahkosihitowak

e-pakamahwaayek

niwiicihaanaa

kinatonawaw

kinaasin

III. RECITATION. 15 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

The passive verb in Cree is used only when the originator of the action is unnamed. If the originator is named, the regular directional suffixes and personal endings are used.

The passive is indicated by the suffix /-awi/ which in the first and second persons occurs following the directional suffix /-ik/. In the third person the suffix /-ik/ is not used and /-awi/ is shortened to /-aw/. The regular intransitive endings occur following /-awi/ in the first and second persons. In the third person plural, the regular /-ak/ pluralizer is used. The usual fourth person /-in/ occurs with /-aw/ followed by /a/ when a fourth person is the recipient of the action.

Summary: ni---ik awi n
 ki---ik awi n
 --- aw
 ---in aw a
 ni---ik awi n aan
 ki---ik awi n aan aw
 ki---ik awi n aaw aw
 --- aw ak
 ---in aw a

e.g. Niwaapanikawin.

Kiwaapanikawin.

Waapanaw.

Waapaninawa.

Niwaapanikawinaan.

Kiwaapanikawinaanaw.

Kiwaapanikawinaawaw.

Waapanawak.

Waapaninawa.

I am seen.

You are seen.

He is seen.

He (4th.) is seen.

We are seen.

We (in.) are seen.

You (pl.) are seen.

They are seen.

He/they (4th.) are seen.

The stem changes which occur with the suffix /-iko/ occur also here in the first and second persons.

e.g. kipakanahw / ik / awi / n becomes Kipakanahokawin. -
'You are hit.'

kitaapwehtaw / ik / awi / n becomes Kitaapwehtaakawin.
'You are believed.'

but taapwehtaw / aw / ak becomes Taapwehtawawak. -
'They are believed.'

In the subordinate mood, the regular intransitive endings are attached to the passive suffixes for first and second persons and the suffix /-awi/ is replaced by /-iht/ in the third. The third person is pluralized by the usual /-ik/ before which 't' becomes 'c'.

Summary: e----ik awi yaan
e----ik awi yan
e---- ih t
e----in ih t
e----ik awi yaahk
e----ik awi yahk
e----ik awi yek
e---- ih c ik
e----in ih t

e.g. e-waapanikawiyaan	as I am seen
e-waapanikawiyān	as you are seen
e-waapaniht	as he is seen
e-waapaniniht	as he/they (4th.) are seen
e-waapanikawiyaahk	as we are seen
e-waapanikawiyahk	as we (in.) are seen
e-waapanikawiyek	as you (pl.) are seen
e-waapanihcik	as they are seen
e-waapaniniht	as he/they (4th.) are seen

Verbs whose stems end in 'aw' change the final 'w' to 'a' before this third person suffix /-iht/.

e.g. e-wihtamaahk - 'as he is told'

There are a few inanimate passives. Two of the most common forms are /-ikaate/ and /-aaniwan/.

e.g. 1:Yotenam. - 'He opens it.'
Yotenikaatew. - 'It is opened.'
e-yotenikaatehk - 'as it is opened'

Pakanaham. - 'He hits it.'
Pakanahikaatew. - 'It is hit.'
e-pakanahikaatehk - 'as it is hit'

Naatam. - 'He fetches it.'
Naacikaatew. - 'It is fetched.'
e-naacikaatehk - 'as it is fetched'

e.g. 2:Miiciw. - 'He eats it.'
Miicinaaniwan. - 'It is eaten.'
e-miicinaaniwahk - 'as it is eaten'

There is also a generalizing suffix /-aaniwiw/ which is occasionally used with intransitive verbs which approaches a noun form.

e.g. Itwaaniwiw kinoseskaaw ekota. - 'It is said there are plenty of fish there.'

C. Preparation.

Make up a short story using vocabulary gleaned from any of the lessons to date. Try to include some fourth persons and passive forms.

I. BASIC SENTENCES. 25 minutes.

A. Unison double repetition.

B. Individual repetition.

My little brother went with
his friend to the field.

Nisiimis kii-wiicewew otootemwa
kistikaaanihk.

still, more

kiyaapic

He argues.

Ayanihtootam.

best

mawaac

They are still arguing about
whose dogs are the best.

Kiyaapic ayanihtootamwak awiina
otemwa mawaac e-miyosisiyit.

Let's follow them.

Maahti pimitisahwaataanik.

more

nawac

than

iyikohk

Our dogs are bigger than
yours.

Niiyanaan niteminaanak nawac
nisikitiwak iyikohk kiiyawaw
. kiteniwaawak.

He pulls it.

Ocipitan.

Your dogs are big but they
can't pull hard.

Kiteniwaawak nisikitiwak namawiya
naaka sooki kitakii-ocipitanwak.

Your dogs are ugly.

Mayaatisiwak kiteniwaawak.

Our dogs are ugly but yours
are uglier.

Niiyanaan niteminaanak mayaatisiwak
naaka kiiyawaw kiteniwaawak
nawac mayaatisiwak.

Your dogs can't run so fast
as our dogs.

Kiiyawaw kiteniwaawak namawiya
ekwayikohk kitakii-kisepahtaawak
taapiskoc niiyanaan niteminaanak.
van door

But our dogs are the strongest.

Niiyanaan niteminaanak naaka
nawaac maskawisiwak.

He is a trapper.

Owanihikewiw.

My father is the best trapper.

Nohtaawiy nawaac/nihta (nahta)
owanihikewiw.

My father is different from
your father.

Nohtaawiy piitos niina kohtaawiy.

He is a fisherman.

Opakitahwaawiw.

He isn't a trapper, he's a
fisherman.

Namawiya owanihikewiw naaka
opakitahwaawiw.

All day long.

Kape-kiisik.

Let's go home, they are already Maahti kiiwetaan, kape-kiisik
arguing the whole day long. saasay ayanihtootamwak.

II. DRILL. 10 minutes.

A. Run the following verb roots through the animate passive forms:

nataweyim

aanwehtaw

pakanahw

nakat

B. Give the inanimate passive of the following.

miiciw

paaskisan

wa'pahtan

naatan

III. RECITATION. 15 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

Cree syntax. As has been illustrated in the basic sentences throughout the course, Cree syntax (the order of words in a sentence) is not so rigid as that of English. Since fourth person endings and directional suffixes make it quite clear which is subject or object of a sentence, the English sentence pattern of subject, verb, object is not necessary. It seems just as correct to say, 'Apiw naapew' - 'He sits the man.' as it is to say, 'Naapew apiw' - 'The man he sits.'. However there seems to be a tendency to put the verb first before the subject unless the speaker wishes to emphasize that it was the man who sat down, then the word to be emphasized would come first.

There is, however, some very rigid syntax within the confines of the Cree complex verb. We have observed that many of the proclitics and suffixes which may be attached to a verb root have a very definite order of occurrence. To misplace one proclitic is in all probability, to make the thought as unintelligible as if one were to say in English, 'I get for' instead of 'I forget'. Remember that in one verb form it is possible to combine person, tense, aspect, mood, voice, as well as some adverbial ideas, and, in connected discourse, such connecting links as /ohci/ and /isi/.

Although subject, verb and object can be switched around in Cree in a manner that, to our English ears, sounds both awkward and confusing, there are other parts of speech which have a more definite order of occurrence.

There are a few free-form adverbs and adjectives which usually precede the words they modify.

e.g. nihcet awaasisak - 'many children'

Kihtwaam itwe. - 'Say it again.'

kaakike pineatisiwin - 'everlasting life'

There is an abundance of particles in Cree which act as conjunctions. They often introduce a sentence and, in connected discourse, seem to be scattered profusely throughout the narrative. Sometimes two occur side by side. A few examples are as follows:

e.g. Kahkiyaaw naaka omacihtiwak kisiwahk e-pe-itohtewak. -

'All the sinners come near.'

Miina satiht e-kii-kisiwaasicik. - 'And some were angry.'

Ekosi Jesus kii-aacimostawew aacimowin. -

'And Jesus told a story.'

Ekwa niiya ninipahaakatosiwaan. - 'And I perish with hunger.'

Nanaac ekwa nikosten ta-nipiyaan. -

'Now I'm not afraid to die.'

Kii-nohte-taapwehtem Mary naaka niina nanawiya ohci-nohte-pakitinew. - 'Mary wanted to believe, but she didn't want to give him up.'

Comparisons in Cree are expressed in the following manner:

1. Adjectival verbs: nawaac placed before the verb expresses 'more' and iyikohk placed after the verb expresses 'than'. In a comparison of persons, the full form of the pronoun is used, in both instances.

e.g. Niiya nawaac nimaskawisin iyikohk kiiya. -

'I am stronger than you.'

2. Other than Adjectival Verbs:

Nawaac mistahi --- iyikohk expresses 'more than' and

nawaac apisiis --- iyikohk 'less than'.

e.g. Niiya nawaac mistahi nitatoskaan iyikohk kiiya. -

'I work more than you.'

Nawaac apisiis ayawew sooniyaawa iyikohk kiiya. -

'He has less money than you.'

3. 'Better than' is expressed by nawaac kwayask---iyikohk.

e.g. Kiiya nawaac kwayask kinikamon iyikohk niiya. -

'You sing better than I.'

4. Negative Comparisons:

Nanaac/nanawiya ekwayikohk expresses 'not', and iyikohk/taapiskoc approximates 'so'.

e.g. Nanaac ekwayikohk e-nohte-miicisoyaan iyikohk kiiya. -

'I am not so hungry as you.'

Nanawiya ekwayikohk ninohste-kwasin taaviskoc kiiya.-

'I am not so sleepy as you.'

Superlatives in Cree are expressed by placing nawaac or nawaac iyikohk before the verb.

e.g. Ana atim nawaac e-misikitit. - 'That is the biggest dog.'

Mawaac iyikohk miweyihtam kiiyaanaw tahto. -

'She is the happiest of us all.'

'Different' is expressed by piitos in the following ways:
 1. 'Different from' is expressed by piitos miina or piitos isi-naakwan.

e.g. Kotak naapew kii-itaaw piitos miina Barabbasa.

'There was another man different from Barabbas.'

2. 'Different from each other' is expressed by reduplication.

e.g. Oki atimwak paapiitos isi-naakosiwak. -

'These dogs are different from each other.'

'The same' is expressed by peyakwan (inan.) or peyakowiw (an.) in the same way as 'different'.

e.g. Peyakwan isi-naakwan kitastotin miina niiya.

'Your hat is the same as mine.'

'Like' is expressed by taapiskoc placed before the noun.

e.g. Kikii-wanisininaanaw taapiskoc nayatikwak. -

'We have gone astray like sheep.'

Osaam conveys the meaning of 'too much', while 'more than' or 'less than enough' is expressed by osaam mistahi and osaam apisiis respectively.

e.g. Nanawiya nohci-kii-pehten osaam mistahi e-pehtakwahk. -

'I didn't hear as it was too noisy.'

Osaam apisiis ninehiyawaan. -

'I speak too little Cree.'

Osaam can also occur without a modifier, immediately preceding the verb itself.

e.g. Namaac nohci-nipaan, osaam e-kii-kiniwahk. -

'I couldn't sleep as it was raining too much.'

Osaam papetisiw. - 'He is too slow.'

C. Preparation.

Prepare a conversation with a partner in which you compare some articles and discuss their merits, mentioning which is the better or best.

- I. BASIC SENTENCES. 25 minutes.
 A. Unison double repetition.
 B. Individual repetition.

Monday

peyako-kiisikaaw

Tomorrow is Monday.

Waapahki peyako-kiisikaahki.

Will the trappers meet
tomorrow?

Waapahki ciy owanihikewak
kita-nakiskaatowak.

No, they will meet on
Wednesday.

Nanawiya maaka nisto-kiisikaa-
yihki kita-nakiskaatowak.

Are all the men here?

Kahkiyaaw ciy naapewak ota
ayaawak.

Some haven't left their camps
yet.

Aatiht nanawiya ceskwa nakatan-
wak okapesiwiniwaawa.

meeting

nakiskatowin

Will John come for the
meeting?

Caan ciy kita-pe-itohtew nakiska-
towin ohci.

I don't know.

Taansitoke.

Are you going to come?

Kiiya maaka.

or, even

ahpo

I don't know whether I can go
or not.

Nanawiya nikiskeyihten kiispin
nikakii-itohtaan ahpo nanawiya.

Did Pete come home yesterday?

Otaakosihk ciy kii-pe--kiiwew
Piit.

Saturday

matinawi-kiisikaaw

No, he came home Saturday.

Nanawiya maaka kaa maatinawi-
kiisikaayihk kii-pe-kiiwew.

Johnny went away the day
before yesterday.

Awasi-otaakosihk Caaniy kii-
sipwehtew.

I must leave the day after
tomorrow.

Awasi-waapahki piko kita-
sipwehteyaan.

We will start fishing next
month.

Kotak piisin nika-naaci-
pakitahwaanaan.

Last spring we went trapping
early.

Siikwanohk mitoni wiipac nikii-
nitawi-wanihikaanaan.

Last summer I went fishing but Niipinohk nikii-nitawi-pakitah-
 next summer I will go away. waan kihtwaan niipihki paaka
 nika-sipwehtaan.

II. DRILL. 10 minutes.

Complete the following sentences, translating the underlined words.

Ana pepiisis more maskawisiw than awa. e.g. Ana pepiisis nawaac
 maskawisiw iyikohk awa.

Niwaaskahikan is the best otanaahk.

Caan atoskew better than Itawart.

Ana naapew is different from nistes.

Nimaskisina too apisaasinwa.

Niiya not so nimiyosisin as he.

III. RECITATION. 15 minutes.

IV. REVIEW OF BASIC SENTENCES. 5 minutes.

V. ASSIGNMENT.

A. Assimilation.

B. Explanation.

Another of the many particles in Cree is piko which, when occurring after the noun or verb it modifies, carries the meaning of 'only'.

e.g. Peyak piko kitayaan. - 'One only you have.'

Kekway e-miwaasiniyihk piko kii-itootam; -
 'He did only good things.'

Aaskaw piko e-miyosisit, - 'Sometimes only she is
 good'.

Piko can also occur before the infinitive (kita/ta with the subordinate form of the verb) to express 'must'.

e.g. Piko kita-sipwehteyaan. - 'I must go away.'

A dubitative statement in Cree is expressed by itoke which usually follows the word in doubt.

e.g. Peyakosaap itoke e-iskwesisiwiyaan. - 'I was a girl
 about eleven.'

Itoke sometimes follows ahpo to express 'perhaps'.

e.g. Ahpo itoke peyak kitakii-itwew. 'Perhaps there is
 one who can say.'

Ahpo when occurring alone is used to express 'even, or'.

e.g. Kititootenaanaw ahpo itwaanaanaw ewako anina. -
 'We do or say these things.'

Kahkiyaaw awiyak kitakii-otinaat ahpo kita-aatawey-
 imaat Kaa Tipeyihcikeyit. - 'Everyone can accept
 or reject the Lord.'

Ahpo kii-tehtapiwak ohcikwanikh. - 'They even sat
 on his knee.'

The particles mentioned in these two lessons are by no means a complete list. They are just a few given as an introduction to this phase of the language. A native lady once said to us, "If you want your Cree to sound right, use a 'lot' of those little words." The problem that confronts us is when, where and which ones to use. We would do well to find out as

much as we can about their distribution, as they add much to the fluency of the language as well as the clarity of thought.

The days of the week in Cree are catalogued as follows:

ayamihewi-kiisikaaw	Sunday
peyako-kiisikaaw	Monday or (atoskewi kiisikaaw/niistan kiisikaaw)
niiso-kiisikaaw	Tuesday
nisto-kiisikaaw	Wednesday or (apihtaawi kiisikaaw)
neyo-kiisikaaw	Thursday or (kihci apihtaawin kiisikaaw)
niyaanano-kiisikaaw	Friday or (pahkwesikan kiisikaaw)
maatinawi-kiisikaaw	Saturday

C. Preparation

Have your informant tell you a story using a familiar topic. Listen carefully, then see if you can ask him some questions in Cree about the story. You may be asked next class to give a summary in Cree of your story.

I. BASIC SENTENCES. 50 minutes. (cont. from Lesson 50)
A. Comprehension. 15 minutes.

Saviour	Opimaacihiwew
Open to Him.	Yotenanaw.
Be his friend.	Otootenin.
Pay it.	Tipaha.
debt	masinahikewin
Baptize him. (sprinkle)	Siikahaataw.
Please him.	Miiyiweyihtanih.
He relies.	Aspeyimow.
Believe on him.	Taapweyeyim.
It is washed.	Kisiipekinikaatew.

Ispi e-takosihkwaaw kaa kakepaatisicik, kii-papawahikewak e-itwecik, "Opimaacihiwew, yotenanawinaan."

Maaka kii-itawak, "Namaac kikiskeyimitinaawaw."

Ahpo itoke peyak kitakii-itwew, "Nikii-nitawi-ayanihaan.

Miina kotak, "Nikii-otooteninaw miina nikii-tipahen ni-masinahikewina, nikii-siikahaataakawin miina nikii-itwaan nitayamihaawina."

Maaka kahkiyaaw kii-itawak, "Namaac kikiskeyimitinaawaw."

Ispi kihtwaam ota askiihk kita-takosihk, kikwayaatisin ciy maaka kita-nakiskawat.

Kii-itwew, "Nanawiya kahkiyaaw awiyak kaa itwet, 'Opimaacihiwew' kita- piihtokwew kihci-kiisikowi-otenawewinihk, maaka piko ana kaa miiyiweyihtanihaat Nohtaawiya."

Kiniywatoskewina ciy kaa aspeyimoyan kita-pimaacihikoyan. Taapweyeyim Jesus Christ, wiilya piko kika-kii-pimaacihik. Onihko ohci kaa kisiipekinikaatewa kahkiyaaw kinacihtewina.

B. Response. 35 minutes.

Answer in Cree the following questions about the text.

1. Taanehki kaa kii-papawahikecik aniki kaa kakepaatisicik.
2. Taanisi kaa itikocik opinaacihiwewa.
3. Taanehki.
4. Awiina ke-takosihk kihtwaam ota askiihk.
5. Awiiniki ke-kwayaatisicik.
6. Kahkiyaaw awiyak ciy kita-pihtokwewak kihci-kiisikohk.
7. Taanisi ke-kwayaatisiyahk kita-nakiskawaayahk Jesus.
8. Kimiywatoskewinawa ciy kika-pinaacihikowaanaanaw.
9. Aniki kaa nitawi-ayanihaacik ciy kita pihtokwewak kihci-kiisikowi-otenaawewinihk.
10. Aniki kaa siikahaataakawihk ciy.
11. Taanisi maaka kiiya.

II. ASSIGNMENT.

A. Assimilation.

It will not be necessary to memorize the text but you should know the vocabulary thoroughly.

B. Explanation.

Mood. We have already discussed the three main moods of the Cree verb, i.e. Independent, Subordinate and Imperative. Derived from these are three other moods of a subjunctive nature. The first, a Potential, is based on the independent forms; the second, a Future Subjunctive, is a variation of the subordinate; and finally a Subjunctive Imperative.

The Potential Mood expresses a possibility that exists under a stated condition. In this type of conditional sentences the condition may be introduced by the particles /kiispin/ or /ohci/ followed by a verb in the subordinate mood. The supposed result is shown by the occurrence of a second verb in the Potential Mood with the proclitics /kakii-/ for the past potential and /ka/ for the present.

e.g. Namawiya okakii-sipwehteh kiispin kii-kiskeyihtahk.-
'He wouldn't have gone if he had known.'

Kiispin miiwaayaat oka-pe-itohteyan. -
'If he were well he would come.'

Verbs in the potential mood are characterized by a suffix /-htaa/ (or /-htay/ word finally). A prefix /o-/ occurs with 3rd. and 4th. person subject (intransitive) or subject-object combination (transitive forms). With this prefix, the pluralizer /-ak/ becomes /-waaw/. No personal endings occur with the singular subject forms.

e.g. Namawiya okakii-sipwehtehtaawaaw kiispin kii-kiskeyihtahkwaaw. -
'They wouldn't have gone if they had known.'

Singular subject forms may lose the 'taa' endings of this characteristic suffix.

e.g. Nikakii-nipah ekaa ohci-pe-itohteyan. -
'I could have slept if you hadn't come.'

Summary: Intransitive

ni---h (or htay)	ni---htaa n aan
ki---h (or htay)	ki---htaa n aan aw
o---h (or htay)	ki---htaa n aaw aw
o---iyih (or htay)	o---htaa w aaw
	o---iyih (or htay)

Transitive forms of this mood are characterized by the same suffix /-htaa/ (or /-h/ in the singular forms) preceded by the directional suffixes /-aa/, /-iko/, /-iti/ or /-i/.

e.g. Nika-kostahtay ana kaa wii-kakwe-nipahaayahk. -
'I would be afraid of him, whom we are trying to kill.'

Nika-kostikohtaanaanak aniki. -
'They would be afraid of us.'

The 4th person subject or object, animate or inanimate suffixes /-im/, /-iyi/ and /-w/ precede /-htaa/ in their familiar order.

e.g. Nika / waapan / im / aa / htaa / naan / a becomes
Nikawaapaminaahtaanaana. - 'We would see him.'

ok. / pakanahw / iko / iyi / htay becomes
Okapakanahokoyihtay. - 'His (4th.) him would hit him.'

nika / pehkih / iko / w / aa / htaa / naan becomes
Nika-pehkihikowahtaanaan. - 'His it would cleanse
me.'

There is also a passive voice which is formed regularly from the transitives.

e.g. nika / pesiw / ik / awi / h (or htay) becomes
Nika-pesiwikawih/tay.- 'I would be brought.'

C. Preparation.

Throughout this closing group, the preparation will be the same for each lesson.

1. Go over the material in the explanation and be sure that you understand it. Compose some sentences using the point of grammar explained and test them with your informant.

2. Try reading the text in the Basic Sentences. Practise until you can read it fluently. Read it to your informant.

I. BASIC SENTENCES. 50 minutes.

A. Comprehension. 15 minutes.

compassion	kitimaakinaakewin
He hangs.	Akocin.
He whips him.	Pasastehwew.
Look on him.	Kitaapin.
even though	Kiyaan aata
Confirm him.	Ayihcih.
Be sure.	Kecinaho.
any place	piko ita
He ponders.	Maamitoneyihtan.
He is afraid.	Sekisiw.
because	ayis

Kisemanitow kii-itwew, "Awiyak pe-naasici, namawiya nika-wayawi-wepinaw maaka nika-miyaw maskawisewin."

Kahkiyaaw kiiyaanaw kikii-wanisininaanaw taapiskoc mayatikwak maaka Christ okitimaakinaakewinihk kikii-pe-naton-aakonaw. Kaa kii-akocik pimitaaskwahikanihk kaa kii-niikit oniihko. Kii-pasastehwaw. Ahpo namaac ohci-kii-kitaapanik Ohtaawiya. Kahkiyaaw kii-nayahtan kinacihtiwininawa.

Peyakwaaw niista nikii-wanisinin maaka kiyaan aata iyikohk ekwa e-macihtiyaan, Christ nikii-pe-pinaacihik. Kakaac tahto ayanihewi-kiisikaaw nikii-nitawi-ayanihaan; nikii-siikahaataakawin miina nikii-ayecihikawin. Kiyaapic namaac nohci kecinahon kiispih ciy kita-pooneyihtanawit Kisemanitow kahkiyaaw ninacihtowina. Piko ita nikii-itohtaan e-natonamaan peyahtakeyinowin maaka namaac nohci-misken. Mihcetwaaw maana nikii-sekisin kaa maamitoneyihtamaan Christ kihtwaan kita-takosihk ayis e-kii-kiskeyihtamaan ekaa e-kwayaatisiyaan.

kita-isi-nakiskawak; miinakiiispin nipiyaani, taanti ke-itohteyaan.

B. Response.

Answer the following questions in Cree:

1. Kismanitow ciy kita-wayawe-wepinew piko awiyak kaa pe-naat-ikocik.
2. Kekway kaa niyew.
3. Taanehki kaa kii-pe-natonaakoyahk.
4. Taanispi kaa kii-niikit omiihko.
5. Taanehki ekaa e-kii-kitaapinikot Ohtaawiya.
6. Kiista naa kikii-wanisinin.
7. Taanisi ke-kecinahoyahk Kismanitow kika-pooneyihtanaakonaw.
8. Kisekisin ciy kaa naanitoneyihtaman Christ kihtwaam kita-takosihk.
9. Kikwayaatisin ciy kita-nakiskawat.

II. ASSIGNMENT.

A. Assimilation.

B. Explanation.

The Future Subjunctive Mood forms are the subordinate forms used to express a condition upon which the action or state expressed by a second verb is dependent. All the persons are formed as already given for the subordinate except that whenever the pluralizer /-ik/-ok/ was used, the pluralizer now takes the form of /-waaw/.

Instead of the proclitic /-e/ occurring before the verb, there is now an /-i/ following the personal endings. This takes the form of /-o/ when immediately following /-ahk/ generally and always immediately following /-ek/. Note also the ending 't' becomes 'o' before /-i/.

e.g. Miiwaayaaci kita-pe-itohtew. - 'If he is well he will come.'

Summary I:

INTRANSITIVE

-yaan	i	-yaahk	i
-yan	i	-yahk	i/o
-c	i	-yek	o
-nakahk	i	-t	waaw i (or -yici)
-nakan iyihk	i	-nakahk	waaw i
		-nakan iyihk	waaw i

The complete transitive paradigm is regularly formed from the corresponding subordinates for both active and passive voice.

e.g. Kiispin waapanikawiyani kika-pimitahtaan. - 'If you are seen you will run.'

Summary II:

TRANSITIVE

(with 3rd. person plural object)

-a k	waaw i	-aa yaahk	waaw i
-a c/t	waaw i	-aa yahk	waaw i/o
-aa c	i	-aa yek	waaw i/o
		-aa t	waaw i

C. Preparation.

See Lesson 56

I. BASIC SENTENCES. (Continued from Lesson 57)

A. Comprehension.

He is afraid of it.	Kostam
He likes it, he is happy.	Miiweyihtam.
Let him.	Pakitin.
He works at it.	Atoskaatan.
Live a Christian life.	Ayamihewaatisi.
It is easy.	Wecison.
bye and bye	paatinaa
reward	tipahanaakowin
Everywhere	Misiwe.
Stop it.	Poonihtaa.
at any rate	nisawaac
He is weak.	Nesowisiw.
He is ready.	Kwayaatapiw.
Repent	Kweskaatisi.
He has time.	Tawipayihikow.
death	nipiwin
while	eskwa

Nanawiya niniywatoskewina nikakii-piihtokwahikaan kihci-
 kiisikohk naaka anohc niniweyihten e-kii-pakitinak Christ
 kita-piihtokwet nitehik. Anohc ekwa niniweyihten miina
 peyahtakeyimowin nitehik ayaaw. Nanaac ekwa nikosten kita-
 nipiyaan miina niniweyihten kita-naamitoneyihtanaan ispi
 kihtwaan takosihki Christ. Miina niniweyihten kita-
 atoskaatanan ayanihaawin. Nanawiya kaakike wecison kita-
 ayanihaawaatisit awiyak naaka Christ kii-itwew, "Paatinaa
 kika-waapahtenaanaw kitipahanaakowininawa. Kiyaan nisiwe
 itikawiyahki miina paapihikawiyahki ekaa kita-poonihtaaayahk.

Misawaac Christ kika-miyikonaw maskawisewin ayis kahkiyaaw
kiiyaanaw nesowisinaanaw. Taanisi naaka kiiya. Kikwayaatapin
naa kita-nakiskawat Christ.

Kiispin iteyihtanani, "Misawaac paatinaa kikakii- kwes-
kaatisin, " nanawiya kika-tawipayihikon. Nanawiya kikiskeyihten
ispi nipiwin kika-otinikowaan ekosi anohc otin eskwa e-yoten-
ikaatehk iskwaaten.

B. Response.

1. Taanehki ckaa e-piihtokweyan kihci-kiisikohk kiniywtoskewina
ohci.
2. Taanisi kaa pakitinak Christ kita-piihtokwet nitehik.
3. Wecison ciy kita-ayanihaawaatisit awiyak.
4. Taanehki.
5. Kitootemwak ciy kita-paapihikwak kiispin ayanihaawaatisiyani.
6. Taanisi ke-waapahtanahk kitipahanaakowininawa.
7. Kiispin paatinaa kweskaatisiyahki, kikecinahonaanaw ciy
kita-piihtokweyahk kihci-kiisikohk.
8. Taanehki.
9. Waapahki ciy kita-yotenikaatew iskwaaten.

II. ASSIGNMENT

A. Assimilation.

B. Explanation

Subordinate endings are also employed on imperative forms
used with a second verb in the future subjunctive. In these
forms the initial 'y' of the regular subordinate endings is
replaced by 'hk'.

e.g. Kekway waapahtanani pe-itohtehkan. - 'If you see
anything come here.'

Summary I. INTRANSITIVE

- hkan 2nd. person singular
- hkahk 1st-person plural
- hkek 2nd. person plural

In the transitive forms, the directional suffixes are
/-i/ and /-aa/ for first and third person objects respectively.

e.g. Mayaw piihtokweci otinaahkek. - 'As soon as he enters
(you pl.) take him.'

Summary II. TRANSITIVE (sg. obj.)

- | | | | |
|--------------------|--------|----------------------------|------|
| -aa hkan (you sg.) | -- him | -i hkan (you sg.) | --me |
| -aa hkahk let us | -- him | -i hkek (you pl.) | --me |
| -aa hkek (you pl.) | -- him | -i hkaahk (you sg. or pl.) | --us |

With 3rd. person plural object the following suffixes
occur:

Summary III. TRANSITIVES (3rd. person pl. object)

- | | | | |
|------------|------|-----------|---------|
| -aa hkan | ik | (you sg.) | -- then |
| -aa hkwaan | ik | let us | -- then |
| -aa hkek | waaw | (you pl.) | -- then |

C. Preparation: See lesson 56.

I. SUPPLEMENTARY TEXT MATERIAL.

1. A Prayer

He is merciful.

Kisiwaatisiw.

E-kisiwaatisiyan Kismanitow, wiicihinaan anohc kaa
kiisikaahk. Kiskinohtahinaan nimeskanaanaanaw.

Wiiya ohci Kaa Tipeyihciket Kikosis.

2. Learning to Hunt

He is young.

Oskiyiwiiw.

He starts him.

Maacihtahew.

hill

ispatinaaw

He points it out to him.

Itohanawew.

He misses.

Patahikew.

He misses him.

Patahwew.

Mekwaac e-oskiyiwiyaan, e-naaceyaan. E-wiiciwak nistes
e-naacihtahit kita-isi-naaceyaan. Ispi apisinoosisak
e-waapamaayaahkok ciikiy ispatinaahk, nititohanaak kita-
paaskisanak, ekosi tarpwe naaka nipaaskiswawak. Nimisipatahik-
aan. Iyikohk e-patahikeyaan. Nipatahwawak apisinoosisak
niina ispatinaaw.

3. Hunters

He is a hunter.

Omaacew.

It is a fact.

Taapowiyani.

He hunts for him.

laacetootawew.

weasle

siihkos

coyote

nestacaakanis

muskrat

wacask

skunk	siikaak
badger	nistanask
squirrel	anikwacaas
He makes money out of it.	Sooniyaawikaakew.
prairie chicken	pihyew
birch grouse	paapaskiw
duck	siisiip
rabbit	waapos

Niiyanaan namawiya onaacewak naaka tarpowiya nimaacitootaw-aanaanak oki: siihkosak, nestacaakanisak, wacaskwak, siikaakwak, nistanaskwak, anikwacaasak. Ewakwaaniki e-sooniyaawikaakeyaahk Ekwa niiciwin ohci: apisimoosisak, nooswak, pihyewak, paapas-kiwak, siisiipak, waaposak.

4. Courtship and Marriage

He knows him.	Nisitaweyinew.
He is interested in her.	Nakatookatew.
more, exceeding	ayiwaak
till	piyis
constantly	tahkiy
He marries her.	Kihci-wiikinew.
He makes an end.	Kisepitan.

E-nisto-piponit nimaaci-nisitaweyinaw. Nikii-wiici-opikinaw. Ispi ekwa e-naaci-nakatookatak assay naantaw niisitonaw ayiwaak niyaanane-tahto-piponiyaan. Ninaaci-nanawicihaw piyis tahkiy ayiwaak. Ispi e-naaci-nakatookasit, nikakwecinaw ta-kihci-wiikinak. Nisto piisin e-kii-ispayihk nikisipitenaan.

5. Berry-picking

He invites him. (to accompany) Wiisanew.

He fills it. Sakaskinahtaaw.

blueberries. iyininina

He sells. Ataawakew.

Niipinohk peyak iskwew ekwa peyak naapew niwiisnikwak
kita-wiicewakwaaw kita nitawi-nineyaahk ekwa niwiicewawak.
Nipoosinaan oosihk e-itakociniyaahk. Peyak tipiskaaw nitayaanaan.
Paapeyak askihkwak ekwa paapeyak miscikowacisa nisakaskinahtaanaan
iyininina ekwa kaa pe-kiiwehoyaahk e-ataawakeyaahk paapeyak
miscikowaacis.

II. EXPLANATION.

Intransitive verbs (and possibly some transitive with inanimate objects) have a set of forms which relate the action (without making it transitive) to a third person.

Note the following:

e.g. Awa ta-pasikowak. - 'I am to get us for this one.'

Nikii-itohtewaan opapakiiwiyaanikanikohk. 'I went
to his tent.'

Nika-poosiwaan otootihk. - 'I will get in his canoe.'

As this form is hard to obtain from an informant, and must be gleaned mostly from text material, we cannot at the present time give you a full account of its distribution. We can but mention its existence and leave you to do further work on it yourselves.

INDEX OF FORMS

No attempt has been made to be exhaustive in giving equivalents. The most common has been chosen for brevity. Where numbers occur, they indicate the lesson in which the item is discussed.

A.		atoskaata	Work at it
aapihtaw	half	atoskaw	Work for him
-aapisk	made of metal 20	atoske	work (v)
-aapoy	liquid 20	atoskeyaakan	servant
aanwehtaw	reject him	awaasis	child
aastam	come (imp.)	awas	go away (imp.)
aatiht	some	awasi-	day before
-aatik	wooden 20	otaakosihk	yesterday
aata	although	awasi-	day after
acahkos	star (an.)	waapahki	tomorrow
ahcaahk	soul	awiina	who 49
ahkosi	be sick	awiiniki	who (pl.)
ahkosiskaak	sicken	awiyak	someone
ahkosiwikamik	hospital	ayani	talk (v)
ahpo	even, or	ayamih	talk to him
ayapiy	net	ayanihaa	pray
akayaasiimo	speak English	ayaniho-	live a Christian
akocin	he hangs	waatisi	life
ana	that (an.) 38	ayanihaawin	prayer
anihi	those (inan.)	ayanihestanaw	pray for him
aniki	those (an.)	ayanihcike	read
anikwacaas	squirrel	ayanihe-	preacher
anima	that (inan.) (38)	wikinaw	
animiiyiw	that (4th.in.)	ayanihewikamik	church
anohe	now	ayanihewi-	Sunday
api	sit down	kiisikaaw	
apisaasin	it is small 40	ayanihtaa	read it
apisiis	a little	ayanihtoota	argue
apisiisisi	be small 39	ayaaw	he is there
apisinoosis	deer	ayawew	he has it
apoy	paddle	ayawinisa	he has him
asicaayihk	beside 36	ayihcih	clothes
asici	with	ayinan	confirm him
:speyin	rely	ayinaaneyo	it is difficult
askiiwi-	pepper (inan.)	ayinaaneyo-	eight
siiwihtaakan		mitanaw	eighty
askipwaawa	potatoes (inan.)	ayinaaneyo-	eighteen
askiy	earth (inan.)	saap	
asiniy	stone	ayinaaneyowaw	eight times
aspin	since	ayis	because
astew	it is there	ayisiyiniw	person
astis	nitten (an.)	ayiwaak	more, exceedingly
astotin	cap	aywepiwin	rest (n)
ataawikanik	store	C.	
ataawe	buy (it)	ceskwa	presently
ati-	begin 16	ciikiy	near
atin	dog	ciistahaasepon	fork (inan.)
		ciy	interrogative

INDEX OF FORMS

E.

che	yes
ekaawiya	imp.negative
-ehke	make it 19
-ekin	material 20
ekosi	right, so
ekwa	now, and
ekwayikohk	not so (neg. comp.) 54
enihkwaanis	spoon (an.)
eskwa	while
ewako	the same one
ewakwaana	that same one 38
ewakwaanihi	those same ones 38
ewakwaaniki	those same ones 38
ewakwaanina	that same one 38
ewakwaawa	this same one

I.

isi	to, towards
iskow	as far as
iskwaaten	door
iskwew	woman
-iso	reflexive 52
ispatinaaw	hill
ispayiw	week
itakocin	he travels (with a motor)
itew	he says to him
itaaw	he exists
iteyihta	think (about it)
iteyihktakwan	it is considered so
iteyin	think about him
-ito	reciprocal 52
itohanaw	point out to him
itohtah	take him there
itohte	go there
itoke	about
itoota	do it
itwe	say (it)
itwewin	word
iyikohk	more 54
iyihkah	heal him 53
iyininina	blueberries

K.

kaa	relative pronoun
kaase--e	wipe, wash 19
kaasecihce	wipe your hands 19
kaasekwe	wipe your face 19
kaaseyaakane	wipe the dishes
-kaaso	pretence 18
kaasostaw	hide from him
Kaa	The Lord
Tipeyihciket	
ka-/kita	future tense 9
Kahkiyaaw	all
kakehtaweyihta	be wise
kakepaatisi	by foolish
kakeskin	preach to him
kakeskinoh	punish him
-kanik	building 20
kapaa	go ashore
kape-kiisik	all day long
kapesi	camp (v)
kape-tipisk	all night long
kaskeyihta	be lonesome
kecinaho	be sure
kekaac	almost
kekaa-nitaataht	nine
kekaa-	nineteen
mitaatosaaap	
keko	what kind? 49
kekway	what?, thing
ket--e	take it off 19
kihci-	great
kihci-kiisik	heaven
kihci-mitaat-onitanaw	a thousand
kihci-wiikin	marry her
kihtwaan	again
kii-	past tense 9
kiisik	sky
kiisikaaw	it is day 23
kiiskwepe	be drunk
kiispin	if
kiispinacike	earn (v)
kiispo	eat enough
kiista	you too 37
kiistaanaw	we (in.) too
kiistawaw	you (pl.) too
kiitim	your sister-in-law (one of the opposite sex)
kiiwehoy	take him home
kiiya	you 37
kiiyaanaw	we (in.) 37
kiiyawaw	you (pl.) 37
kiniwan	it rains 23
kinosew	fish (an.)

kinosewikamik	fish plant	nacihtiwin	sin
kinosi	be long 39	macipiikiskwe	speak evil
kinwaaw	it is long 40	Manitow	God
kipahikaatew	it is closed	masinaha	write a letter
kipiici	stop	masinahanaw	write to him
kisaastew	it's hot	masinahikan	book
kisiipekinikan	soap	masinahike	write
kisiipekinike	wash clothes	masinahikewin	debt
kisiipekini-	it is washed	maskawaaw	it is strong 40
kaatew		maskawisi	be strong 39
kisipita	make an end	maskawisewin	strength
kisiso	be feverish	maskihkiy	medicine
kisiwaasi	be angry	maskihkiiwi-	nurse
kisiwaatisi	be merciful	skwew	
kiskinohamaw	teach him	maskihkiwi-	doctor
kiskinohtah	lead him	yiniw	
kiskeyihta	know it	maskisin	moccasin
kiskeyin	know him	maskisinehke	make moccasins
kisowayaaw	it's warm 23	maskwa	bear
kistikaan	field	matwe-	loudly
kitaapin	look on him	matwe-tepwe	call loudly
kitimaakonaak-	compassion	nayaataan	it is ugly, bad
ewin		nayaatisi	be ugly, bad 39
kiyaan	all right	mayatik	sheep
kiyaamapi	be quiet	metawe	play (v)
kiyaapic	more, still	nekwaac	while
kiyoke	visit	nestaceakonis	coyote
koona	snow	nestakaya	hair
kotak	another	meskanaaw	road
kosta	be afraid of it	nicihciy	hand
-kwaami	sleep	nihcet	many
kwaashwepicike	angle	niici	eat it
kwayaatapi	be ready	niiciwin	food
kwayaatisi	be ready	niiciso	eat (v)
kwayask	correct	niicisosi	eat a little
kwayasko-	stand straight	niihko	blood
kaapawi		neki	give (it, him)
kweskaatisi	repent	nekiwin	gift
kweski-	turn 18	niikis	bead (an.)
kweskipayiw	it turns around	niikwaakan	face
		niina	and
M.		niinisa	berries
		niipit	tooth
maaci-	start 16	niiwaasin	it is good 40
maacihtah	start him	niiwaayaw	he is well
maace	hunt	niiwaacinowin	good news
maacetootaw	hunt for him	niiweyihta	like it, be happy
maehti	please, let's	niiweyihtamih	please him
	see	nikisimo	bark (v)
naaka	but	ministik	island
naakoona	here it is	nisaaw	it is big
naanitoheyihta	ponder	miscikowaacis	little box
naana	habitually	nisi-	big
naaskoc	perhaps	nisikiti	be big 40
naatinawi-	Saturday	nisit	foot
kiisikaaw		misitawaw	there's plenty of
naato	cry (v)		room
naci-	evil	niska	find it

(+)

niskaw	find him	nehiyawew	speak Cree
niskiisik	eye	nema	that thing there
niskiwan	nose	nemiita	there it goes
niskotaakay	coat, dress	nesowisiw	he is weak
niskwamiy	ice	nete	over there
nispiton	arm	neyo	four
nispon	it is snowing	neyo-kiisikaaw	Thursday
nistahi	much	neyo-mitanaw	Forty
nistanask	badger	neyosaap	fourteen
nistikwaan	head	neyowaw	four times
nistikowat	box	niihtaa-	well 16
niswaakanik-	He wounds him.	niiki	my home
aatew		niisitanaw	twenty
mitaataht	ten	niiso	two
nitaataht-	a hundred	niiso-kiisikaaw	Tuesday
onitanaw		niisosaap	twelve
mitaatahtwaw	ten times	niiswaw	twice
nitawakay	ear	niiya	I, me, mine
nitoon	mouth	niyanaan	we, us, our
niywasinahike	write well	nikano	sing(v)
niywasoske	work well	nikanoski	sing habitually
niywasoskewin	good work	nikotowaasik	six
niy	give it/him to	nikotowaas-	sixty
	him	onitanaw	
niyo-	good, well	nikotowaas-	sixteen
niyokwaani	sleep well	osaap	
niyonikano	sing well	nikotowaaswaw	six times
niyosisi	he is good 39	nimis	my older sister
mohcihk	on the ground	nimisoom	my grandfather
mohci-mekiwin	free-gift	nipaa	sleep (v)
mohkomaan	knife (inan)	nipaakaaso	pretend to sleep
mooh	make him cry	nipah	kill him
mooswa	moose	nipi	die
nowaac	most 54	nipostanaw	die for him
now	eat him	nisitoota	understand it
nwestasin	it is late	nisitaweyin	know him
nwestasisin	he is late	nisiwanaatisi	perish
N.		nistan	first
naentaw	about	nisto	three
naapew	man	nisto-kiisikaaw	Wednesday
naatew	he fetches him	nisto-mitanaw	thirty
nah	take this	nistosaap	thirteen
nakatew	he leaves him	nitawi-	engaged in 16
nakatookatew	he is interest-	nitawi-ayanih-	go to school
	ed in her	cike	
nakiskaw	meet him	nitawi-mine	go berry-picking
nakiskatowin	meeting	nitawi-wanihike	go trapping
nakwaatew	he snares him	nitooten	my friend
narawiya	no, not	niyaa	go on
nanoweyacih	tease him	niyaanan	five
nataweyihta	want it	niyaanano-	Friday
nataweyin	want him	kiisikaaw	
natonaw	look for him	niyaanan-	fifty
natona	look for it	onitanaw	
natoota	listen to it	niyaananosaap	fifteen
natootaw	listen to him	niyaananwaw	five times
nawaac	more	nohte-	desire, deficiency
nayahta	bear it	nohte-miiciso	be hungry
		nohte-payi	run/out of it

O.

ocipita pull it
 ocipitew he pulls him
 ohci from
 ohcitaw by all means
 oh these 38
 ohtaawiinaw father
 okaawiinaw mother
 oki these (with -ak)
 okosisinaw son
 onaacew he is a hunter
 onacihtiw sinner
 onaapeniw she is married
 oona this (inan.) 38
 oosi canoe
 opakitahwaawiw he is a fisher-
 man
 opimaacihiwew saviour
 opiki grow
 osaam too
 osih make him
 osihtaa make it
 osihtanew make it for him
 oski- new
 oski-oyasowewin new commandment
 oskiyiwiw he is young
 oskinikiskwew young woman
 ota here
 otaakosihk yesterday
 otaanisinaw daughter
 otaapaanaask/ toboggan
 napaakitaapaanaask
 otaapaaso ride (v)
 otaapwehtanow believer
 otayanihaaw Christian
 oteh his heart
 otehimin strawberries
 otin take him
 otoot his boat
 otootemi be friendly
 owanihikew trapper
 owiikitow bridegroom
 oyaakan dish
 oyastaaso set the table
 oyasowewin commandment

P.

paapih laugh at him
 paapinohte walk about
 paaskis shoot him
 paatinaa bye and bye
 pahkisini fall (v)
 pahkwesikan bread (an)
 pakanah hit him
 pakanaha hit it
 pakitahwaa fish (with net)

pakitin
 pakwaata
 papaskiw
 vapawahike
 pasastehwew
 pasastehokowin
 pasiko

patahikew
 patahwew
 -payi
 pe-
 pe-ayanihaa
 pehkih
 pehta
 pehtaw
 peho
 pe-kiiwe
 pe-niiciso
 pe-nartew
 pe-nookosi
 pesiw
 peyahtakeyi-
 nowin

peyak
 peyako-
 peyakosaap
 peyakwan
 peyakwaw
 pihyew
 piihtokwe
 piikiskwe
 piisin
 piisinohkaan
 piko
 pikotowa
 pikiwaskisina
 pimaacih
 pimaatisiwin
 pimipahtaa
 pimisini
 pinitaaskwa-
 hikan

pinitisah
 -piniy
 pimiyaakan
 pinohte
 pinohteho
 pinohtahtaa
 pipon
 piponohk
 piyis
 pooneyihtanaw
 pooni-
 poonihtaa
 poosi
 postasaake

let him
 hate it
 birch grouse
 knock (v)
 he whips him
 stripe
 arise (from
 sitting)
 he misses
 he misses him
 motion
 approaching
 come pray
 cleanse him
 hear it
 hear him
 wait
 come home
 come eat
 he comes to him
 appear
 bring him
 peace
 one
 alone, only
 eleven
 it is the same
 once
 prairie chicken
 enter
 speak
 sun, moon (an)
 clock
 only
 any kind
 rubber boots
 save him
 life
 run
 lie down
 cross
 follow him
 grease, oil 20
 aeroplane
 walk
 travel
 carry it
 it is winter 23
 last winter
 until
 forgive him
 cessation
 stop it
 go on board
 put on your coat

S.

saakahikan	lake
saakih	love him
saakihtaa	love it
saapo	through
saapohtawehte	walk through
saasay	already
sakaahk	bush, woods
sakaskinahtaa	fill it
sakimiis	mosquito
sakimiiskaaw	abundance of mosquitoes
sekisi	be afraid
semaak	immediately
siikaak	skunk
siikahaataw	baptize him (sprinkle)
siikos	weasle
siikwan	it is spring
siikwanohk	last spring
siinipaan	ribbon
siipiy	river
siisiip	duck
-si	verb diminutive
siyakes	better
-skaa	anabundance of
-ski	habitual
sooki	hard
sooniyaaw	money (an.)
sooniyaaskaaw	treaty day
sooniyaawikaake	make money out of it
sooniyaawikinaw	Indian agent

T.

taanana 49	which is that
taanehki	why 49
taanihi 49	which of those
taaniki 49	which of those
taanima 49	which is that
taaniniyiw 49	which is that
taanisi 49	how
taanispi 49	when
taaniwaa 49	where is he
taaniwe 49	where is it
taaniwehaa 49	where are they
taaniwekaak 49	where are they
taaniyikohk	how much
taansitoki	I don't know
taantahto	how many
taantahtwaw	how many times
taanti	where
taapiskoc	like (adj.)
taapowiya	it is a fact
taapwe	truly
taapwehtaw	believe him
taapweski	speak the truth always

(C)

taapwewin	truth
taapweyeyim	believe on him
takiy	constantly
takopayiw	it arrives
takosini	arrive
takwaakin	it is autumn
tawati	open your mouth
tawipayihiko	he has time
tcht:piwin	chair
tepakohp	seven
tepwaatew	he calls him
tepwe	call (v)
tipaha	pay it
tipahanaw	pay him
tipahamaakowin	reward
tipahikan	measurement
tipiskaaw	it is night
tipiskohk	last night
tipiyaw	own
tohtosaapoy	milk
tohtosaapowi-	butter
piniiy	
tweho	he alights
twehomakan	it lands
W.	
waapahki	tomorrow
waapahcike	look
waapahta	see it
waapan	see him
waapikwaniy	flower
waapos	rabbit
waasiskotenikan	lamp
waaskahikan	house
waawi	egg
wecask	muskrat
wahyaw	far away
wanihike	trap (v)
wanihtaa	lose it
wanihtoota	sin (v)
wanisini	be lost
waniskaa	get up
wayawe	go outside
wecison	it is easy
wepin	throw him out
wiici--n/wiit-n	together with
wiicew	go with him
wiichtanaw	tell him
wiikinaakan	wife
wiikipwew	he likes his taste
wiikista	he likes its taste
wiipac	soon
wiisakpyihta	feel it hurt
wiisakahwew	he hurts him
wiisam	invite him
wiista	he too
wiiaa	he, him, his
wiyaas	neat
yotenamaw	open to him

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